DOCUMENT RESUME

ED 282 901 TM 870 298

TITLE	Integrating Learning and Testing: A Handbook for Teachers, Grade Three. Experimental Edition.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
REPORT NO	ISBN-88315-568-0; NYC-CURR-NO-02-6020-23
PUB DATE	84
NOTE	295p.; For a related document, see TM 870 299.
AVAILABLE FROM	Board of Education of the City of New York, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($8.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Curriculum Guides; Educational Objectives; Educational Testing; Elementary School Curriculum; *Grade 3; Language Tests; Mathematics Tests; Primary Education; Reading Tests; State Programs; Teaching Guides; *Test Coaching; *Testing Programs
IDENTIFIERS	*Curriculum Related Testing; New York; *New York City Board of Education

ABSTRACT

This handbook was designed for use in conjunction with an ongoing program in the New York (New York) Public Schools to improve students' test-taking skills. Directed towards third grade teachers and their supervisors, this guide has been developed for implementation as an integral part of the school's ongoing instruction in communication arts and mathematics. It accompanies the grade-level curriculum outlined in the Minimum Teaching Essentials. The purposes of this handbook are to: (1) discuss testing and the testing program in New York State; (2) assist teachers and supervisors in planning and implementing an instructional test-taking program; (3) provide sample lessons that identify and explain test-taking for skills, provide performance objectives, outline lesson activities, provide for follow-ups in several test formats, and provide practice tests; (4) develop students' cognitive skills, affective behavior, and reasoning strategies; and (5) enable students to understand the formats, concepts, and content of the tests. It is also stated that parents have a role in developing and implementing this program. Sections include: teaching the mechanics of test-taking; communication arts skills; mathematics skills; and extensive sample test items and answer keys. (GDC)

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INTEGRATING LEARNING AND TESTING

A HANDBOOK FOR TEACHERS

GRADE THREE

EXPERIMENTAL EDITION

NEW YORK CITY BOARD OF EDUCATION

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Foreword

Integrating Learning and Testing: A Handbook for Teachers, Grade 3 has been designed to assist Grade 3 teachers and their supervisors with the task of infusing test-taking skills into the communication arts and mathematics curriculum. Social studies and science lessons that reinforce test-taking skills are also included as model lessons for the teacher.

Test-taking skills are not viewed in isolation but are seen as part of a total integrated instructional program that presents to students both curricular content and thinking processes needed for learning growth to occur. It has been shown that practice in test-taking situations, coupled with knowledge of the content being tested, raises the performance level of students on standardized tests.

Our hope is that this guide, used in conjunction with an ongoing staff development program, will assist students in their efforts to raise their academic achievement on standardized tests, increase their knowledge of the curriculum, and stimulate their critical thinking and reasoning skills.

Your cooperation in sharing your reactions to this guide will be helpful in planning for future revisions.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum
and Instruction

New York City Public Schools should order additional copies of this publication from the Bureau of Supplies.

ISBN No. 88315-568-0

Curric. No. 02-6020-23

Other persons may obtain copies of this publication from the Curriculum Editorial Unit of the Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, N.Y. 11201. For information call 596-4902. (See current catalogue for price.)

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Acknowledgments

This handbook, Integrating Learning and Testing: A Handbook For Teachers, Grade 3, was designed to assist teachers in incorporating test-taking skills into the school's instructional program. It was prepared as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, through the auspices of Rosalyn Oratz, Director, Office of Promotional Policy and Special Support Projects.

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Our thanks to Stanley H. Kaplan for his suggestions and advice in the preparation of this handbook.

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Resources were provided by the Office of Testing, Ida Echevarria, Director; Division of Pupil Personnel Services, Bureau of Educational and Vocational Guidance, Priscilla Chavez-Reilly, Director; Division of Special Education, Testing/Evaluation Unit, Irene Strum, Unit Head; and Office of Bilingual Education, Assessment and Evaluation Services Unit, Yvonne Tavares-Jimenez, Director.

Additional resources were provided by Community School District 4, Carlos Medina, Community Superintendent; Community School District 6, Lloyda R. Alfalla, Community Superintendent; Community School District 22, Ralph T. Brande, Community Superintendent, Community School District 23, Carlos R. Edwards, Community Superintendent; Community School District 32, Joseph Pacheco, Community Superintendent.

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Introduction

This handbook, Integrating Learning and Testing: A Handbook for Teachers, Grade 3 is designed for use in conjunction with an ongoing staff development program to improve students' test-taking skills. It is directed towards third grade teachers and their supervisors. The guide has been developed for implementation as an integral part of a school's ongoing instructional program in communication arts and mathematics. It focuses, therefore, on the curriculum outlined for each grade in the Minimum Teaching Essentials.

The purposes of this handbook are as follows:

1. to provide a rationale for testing, an overview of the elements of testing, and an awareness of the use of ongoing classroom assessment and test results.

2. to assist teachers and supervisors in planning and implementing an instructional program which incorporates test-taking strategies into both communication arts (reading) and mathematics with extensions in science and social studies.

3. to provide teachers and supervisors with sample lessons that:
   . identify and explain test-taking skills.
   . provide performance objectives for those skills.
   . outline the lessons' activities.
   . provide for follow-ups in a variety of test formats.
   . provide practice tests for the skills.

4. to develop within students the cognitive skills and affective behaviors necessary for improving achievement on all tests.

5. to develop an awareness in students of the various reasoning strategies related to the test-taking process and to enable them to apply the appropriate strategy in a testing situation.

6. to develop test wiseness in students enabling them to understand the formats, concepts, and content of the various tests they will take.

Supervisors, teachers, students, and parents all play a major and specific role in the development and implementation of a test-taking skills program:

Supervisors should:

. introduce the test-taking skills program to staff and parents.
. develop a comprehensive plan with staff and parental representation to launch a schoolwide program.
. implement ongoing staff development.
. implement program assessment, monitoring, supervision, and modification.
. implement parent workshops.

Teachers should:

- become familiar with the test-taking manual.
- participate in ongoing staff-development workshops that focus on test-taking skills.
- utilize the strategies outlined in the manual to improve students' test-taking skills.
- focus on reasoning skills to improve students' abilities to answer questions.
- infuse test experiences into all content areas as part of the ongoing assessment process.
- use effective questioning techniques that include higher level thinking.
- assess students' mastery of skills.
- provide feedback to students on test results.
- use test information to plan instructional programs.
- provide a classroom structure that is conducive to learning and testing experiences.
- set high expectations for student achievement.

Students should:

- set high educational standards for themselves.
- develop the mechanical skills needed in a testing situation (for example, time management).
- learn the content skills being taught in communication arts, mathematics, science, and social studies.
- be familiar with various test formats.
- develop a positive attitude towards the testing experience.
- keep a record of their own progress in all curriculum areas, under the teacher's direction.

Parents should:

- become knowledgeable about the school's testing program.
- understand the meaning of their children's test scores.
- understand how test scores are utilized in a school and in a classroom.
- help develop positive attitudes in their children towards test-taking.
- set high expectations for their childrens' academic achievement.

An effective plan to improve student test-taking skills requires a comprehensive program within which supervisors, teachers, students, and parents all play an important role. The success of such a program is dependent upon its implementation throughout the school year within all areas of the school's instructional program.

The strategies for improving the test-taking skills which are identified and exemplified in the following pages of this manual go beyond mere "test preparation." They include the teaching and practice of critical thinking and reasoning skills which will ultimately make students better learners.

These strategies are presented as samples of the kinds of activities which all teachers can infuse into their daily lessons. They are effective for all students (general education, special education, bilingual) in developing those understandings and skills which will ultimately improve achievement in all subjects as well as in the total testing experience.

How To Use This Book

Review this entire handbook carefully before using the lessons, strategies, and practice tests with your classes to infuse these materials into the daily instructional program.

We suggest that you familiarize yourself with the following sections:

- "Elements of Assessment" is designed to provide an overview of aspects of various city and state tests which students must take.

- "Students with Special Needs" highlights the concerns which educators must consider to assist limited English proficiency and special education students in coping with the variety of tests they must take.

- "Affective Features of Test-Taking Skills" focuses on the attitudes which students bring to the testing situation. Included in this section are strategies to reduce students' anxiety and to instill confidence.

The sections on test-taking skills have been divided into three parts:

- skills related to the mechanics of test-taking (pacing, following directions, etc.)
- skills related to communication arts (reading)
- skills related to mathematics

The lessons and strategies in these sections are based on the assumption that students have already mastered a particular reading or mathematics skill before they are taught a test-taking strategy which relates to that skill.

The focus of this manual, therefore, is to help students use the skills they have already mastered to learn other skills and strategies to cope with specific types of test questions.

If you determine that a particular reading or mathematics skill has not been mastered by the class, you should teach that skill before using the appropriate test-taking skill lesson.

The practice tests and worksheets found in this handbook are teacher-developed and, therefore, have not been normed. They will, however, serve very well as practice for a particular set of test-taking skills. When administering these tests, be sure to follow the directions at the beginning of the tests carefully. After scoring the test, be sure to follow the ongoing assessment procedures described below.

Both the worksheets and the tests employ different answer formats (fill-in, circling the answer, using an answer sheet) to ensure that students are familiar with a variety of types of tests. In the communication arts section, these tests have been placed after the appropriate lesson. In the mathematics section, tests may be found after the series of lessons.

Throughout the communication arts lessons in this handbook, teachers are encouraged to probe students' responses. The probe is a strategy used to enhance students' reasoning and comprehension skills by requiring them to

analyze the underlying strategies the students used in getting the answer. Questions are included that probe both correct and incorrect student responses. It is our belief that students will gather new insights into the techniques of answering test questions through this process.

Throughout the handbook it is strongly recommended that you assess students' progress in mastering test-taking skills. It is only through such ongoing assessment, coupled with frequent feedback to students, that a test-taking skills program can be successful. Often, you will need to stop and reteach a skill when assessments reveal that students have not adequately mastered it.

To aid in this assessment process, Appendix D contains a matrix which identifies the type of communication arts question (main idea, sequence, etc.) which each item on Review Tests I and II is assessing. This knowledge will allow you to perform an item analysis for both individual students as well as the class as a whole. You can then plan lessons which address the students' needs as indicated by their test performances. Appendix A also includes answers to worksheets and practice tests for the communication arts section. Appendix C contains additional mathematics practice tests that will aid in student assessment.

This handbook must be used as part of a planned, structured program to improve test-taking skills. It emphasizes how these skills can be used as part of the daily instructional program, while identifying and teaching the specific skills which students need to perform successfully on all tests which they take.

Elements of Assessment

New York State Tests

The State has established minimum standards of achievement in reading comprehension, writing, and mathematics that must be met in order to receive a high school diploma. The Regents Competency Testing (RCT) program was designed to assess the level of performance of students in each of these areas.

The main purpose of the RCT program is the early identification of students who are in need of remediation. The RCT program consists of two parts: Pupil Evaluation Program (PEP) administered at the end of grades 3 and 6 in reading and mathematics, and the Preliminary Competency Tests (PCT) administered in grade 8 in reading and writing. Schools are required to provide appropriate remedial programs to students who score below the specified reference point in any of these areas.

Reading. The PEP and PCT in reading consist of different levels of the Degrees of Reading Power (DRP). The DRP is a multiple-choice, standardized test designed to identify the level of performance of a student in terms of the most difficult prose text that the student can comprehend. The test consists of nonfiction prose passages on various topics with the passages arranged in order of increasing difficulty. In each passage each test item is constructed by deleting a single word from the passage and providing five single-word response options.

Mathematics. The PEP and PCT in mathematics are multiple-choice, standardized tests based on objectives in the State mathematics curriculum. The test includes understanding of basic ideas and concepts, computation, and problem solving.

New York City Tests

In New York City public schools, students in the elementary and junior high schools are tested annually with standardized tests in reading and mathematics. The tests yield both norm-referenced and criterion-referenced scores that are reported to teachers, parents, and administrators. This testing program provides results useful to both administrative and instructional decision-makers in planning and implementing educational programs for students.

Reading. New York City administers a series of norm-referenced, objective-based reading tests to all students in grades 2 through 9. A different level of the test is administered at each grade. The tests are designed to measure achievement in the skills commonly found in the curriculum. Currently the students are tested in vocabulary (same and opposite meaning, meaning of words in context) and in comprehension (literal, interpretive, and critical reading skills). In addition, in grades 2 and 3 students are tested in phonic analysis (sounds, consonant clusters and

diagraphs, short and long vowels, vowel combinations, vowel diagraphs, and variant vowel sounds), and structural analysis (compound words, identifying the number of syllables in a word, contractions, root words, and affixes). The tests provide norm-referenced scores that report how a student performs relative to the norm group as well as criterion-referenced scores that report how a student performs on a specific objective or cluster of objectives.

Mathematics. New York City administers a series of norm-referenced, objective-based mathematics tests to all students in grades 2 through 9. A different level of the test is administered at each grade. The test is unique to New York City because it is customized to measure specific objectives found in the New York City mathematics curriculum. This test was customized by replacing shelf test items with new items that measure objectives in the New York City mathematics curriculum that were inadequately covered by the shelf test. About 70-75 percent of the items from the shelf test are retained in the New York City test; this permits norm-referenced scores to be generated from the shelf test national norms. The other 25 percent of the items are newly created and selected to measure the objectives not adequately covered by the original content of the shelf test. The customization process also makes possible the administration of a unique mathematics test each year.

This chart provides an overview of three types of assessment in use in our schools. Comparison may be helpful to the teacher in making decisions regarding which type of test to use for a particular purpose, as well as in deciding how to use the results.

CHARACTERISTICS OF BASIC ASSESSMENT APPROACHES

	Norm-Referenced Tests	Criterion-Referenced Tests	Teacher Observation and Tests
General Purposes	Comparison of individual performance with that of an appropriate group of age/grade peers Use for decisions on class placement, selection to selective programs, individual or group gains, and program evaluation	Determination of individual performance relative to a criterion of proficiency Useful for planning classroom or individual instruction, individual or group gains, and program evaluation	Determination of individual performance on tasks specified by the teacher Useful for planning instruction, assigning grades
Content	May or may not include objectives actually taught; objectives determined by the test developer; may be customized to measure specific instructional objectives	May or may not include objectives actually taught; objectives determined by the test developer; may be customized to measure specific instructional objectives	Usually based upon objectives taught in the particular classroom
Format	Usually paper-and-pencil multiple-choice. For early childhood/special education; often includes psycho-motor tasks	Usually paper-and-pencil multiple-choice. For early childhood/special education; often includes psycho-motor tasks	Psycho-motor, oral or written responses. More conducive to following format used in instruction
Scores	Report student's performance relative to that of the comparison group in terms of grade equivalents, percentile ranks, NCES, and/or stanines What is this student's level of performance relative to his/her peers?	Report mastery or non-mastery of an objective or a cluster of objectives How does the student or group perform on each objective or cluster of objectives? What does this student or group know or is able to do?	Report based on preferences of teacher, adapted for different purposes: criterion-referenced score -- percent correct, pass-fail; norm-referenced score -- standing in the group; record of informal/formal observations
Target Population	Appropriate age/grade group	Appropriate age/grade group	Appropriate age/grade group

Students with Special Needs

Special Education Students

Special Education students whose instruction is based on MTEs need to develop test-taking skills so that they may become "test wise." Some of the activities in this handbook may be used without adaptation in the instruction of special education students. Other activities will require changes to meet the needs of each individual student. You may apply task analysis to some activities to provide for basic skills acquisition. Others may be adapted with repetitive instruction and many rehearsals of the same activity. In these ways you can adjust the pace of lessons and activities.

It is essential to implement modifications for special-education students whose individual education plans (IEPs) require specific test modification(s). However, modifications may be utilized only when they are indicated on the IEP. Moreover, modifications must be reflected consistently in the instructional practices indicated on the IEP. Procedures for recommending that test modifications be permitted for individual students include:

- referral to the School Based Support Team/Committee on the Handicapped (SBST/COH)
- calling an Educational Planning Conference with the supervisor and parent to recommend extended time and/or test administration in a special location

Teachers of students with handicapping conditions who are mainstreamed or in self-contained classrooms should be familiar with the information in Alternative Testing Techniques for Children with Handicapping Conditions.*

Students with Limited English Proficiency

A limited English proficient student is one whose home language is other than English and whose command of the English language impedes effective participation in the educational process. In New York City, a student who scores below the 21st percentile on the Language Assessment Battery (English version) is designated as limited English proficient. These students comprise many ethnolinguistic groups and, as such, their educational experiences are as varied as the cultures they represent. In order for limited English proficient students to succeed in this educational system, they must be able to understand and function within it.

*Division of Special Education, 1982.

Although most school systems assess student achievement, the approaches differ according to their educational philosophy. In some cultures, the results of testing impact upon both the academic and social life of the student. Failure will not only limit a student's academic future, but will cause loss of status in the eyes of society. As a result, many limited English proficient students perceive testing as a threatening experience. Critically important is the development of positive student attitudes toward testing as well as knowledge of some basic concepts, including:

- purposes of tests
- test formats
- types of test questions

Thus, regardless of previous school experience, you must provide the student with a clear understanding of the role of testing within this educational system.

Because oral examinations are common in certain countries, students may not be accustomed to reading and following written directions. Besides knowing the purpose of directions, they must be able to analyze the tasks which are required to answer test items correctly. For example:

> Directions: As you read each paragraph, decide how the speaker felt. Then choose the word that best describes that feeling. Circle the letter of your choice.
>
> To follow these directions, the students must be able to:
>
> 1. Read the paragraph.
> 2. Identify the speaker's feelings.
> 3. Read the options and choose the appropriate word.
> 4. Circle the letter.

An important part of acquainting students with testing procedures is to provide information on test formats. In essence, the student should know how a booklet is organized. Familiarity with the terminology of the most common types of test directions and exposure to the various methods of marking answers (using an answer document, darkening bubbles, circling letters, etc.) is key. Many tests are composed of sections or subtests requiring the student to make the transition from one set of directions to another. This may also demand a change in strategy and in the methods used for recording answers. Students should know that sample items are representative of the items which follow. The importance, then, of fully understanding what to do in the sample items must be emphasized.

Never assume that limited English proficient students are familiar with the types of test items commonly found on standardized or teacher-made tests. In Asian cultures, for example, students are required to memorize content, and testing involves the reproduction of this content verbatim. As a result, these students are not familiar with questions which test comprehension or inference, since these items require interpretations from the text. Some may have limited or no experience with multiple choice, completion, or matching items. There is need for extensive instruction on answering these types of questions.

In some cultures, guessing is not an acceptable strategy because of the risk of losing face before others. It is important to assist students to understand their own attitudes and guide them in adapting the use of these new test strategies.

Before beginning to learn the skills outlined in this handbook, you must ensure that limited English proficient students acquire the confidence to approach tests without undue fear.

Material in this section from Office of Bilingual Education, Assessment and Evaluation Services Unit.

Affective Features of a Test-taking Skills Program

This section of the handbook addresses the feelings and attitudes of students as they prepare for and participate in a school's ongoing assessment program. It is based on the assumption that students who feel good about themselves, understand the role of tests, and are comfortable with their responsibilities in testing situations will demonstrate improved performance on tests.

Characteristics of Child Development--Ages 8 and 9

Eight-Year-Olds. The eight-year-old's large muscle development advances and small muscle coordination improves. The child's interest grows in games requiring coordination of small muscles. The child plans and cooperates with a group for work and play, begins to identify with group responsibilities and purposes, accepts simple rules and directions, and begins to feel competitive. The child becomes more selective in the choice of friends and has a need for peer approval. The eight-year-old is usually alert, friendly, and interested in people, eager and enthusiastic about many tasks, and shows more self-confidence. Each child establishes methods of employing fundamental skills in language arts and mathematics, becomes more adept at defining problems and developing logical patterns of problem-solving, exhibits ability to distinguish fact from fiction, and is curious and interested in immediate surroundings and the world. In school life, the child is more interested in friends than in learning.

Nine-Year-Olds. Steady growth continues, along with increased skill in the use of fine muscles. The child's lungs and digestive and circulatory systems are almost mature, and eye-hand coordination is good. Growing from within as well as from without, the child spends time sorting, assimilating, and trying to make sense of what he or she sees. Girls feel older and more mature than boys. Boys find satisfaction from teaming up with other males.

The nine-year-old can devote relatively long stretches of time to one task. The child is becoming aware of responsibility to others and exhibits an increased ability to evaluate self and others. The nine-year-old is capable of more independence when away from family and has a stong sense of right and wrong. He or she has grown in the ability to do some independent critical thinking and is interested in the mechanics of things, what they are made of, and how they operate. Nine-year-olds enjoy stories, movies, radio, and television. They learn best when they can be active while learning.

Implications for Test-Taking Situations

For some children a testing situation is an anxiety-provoking experience. To reduce stress and anxiety, help students see that test-taking is part of the ongoing self-assessment process. Through various classroom activities and techniques, train students to be objective in evaluating their strengths and weaknesses, to develop a greater desire for self-improvement, and to become more realistic in decision-making. Enable children to understand that tests serve as one tool for assessing strengths and weaknesses and that such assessment is useful in planning for improving their skills and their educational program.

To help children obtain the most benefit from their school experience, be aware of their emotional as well as their physical needs. The child must feel that he or she belongs, is accepted, can be himself or herself, will get a fair chance, and that someone will listen. During test-taking, provide a climate in which children are not exposed to unnecessary interruptions and noises. Before the test, relaxation exercises, such as deep breathing, can put children at ease. Timing is important, since students may feel overly excited after a gym period or be less alert at certain hours of the day. Use pre- and posttest class discussion to familiarize students with the testing process. Children thrive on approval and wither under criticism. They should be praised for effort as well as performance, keeping in mind that any praise has to be sincere. Trying hard shows responsibility, even if the results are not perfect. Emphasis should be given to strengths and the development of specific strategies for overcoming weaknesses.

In essence, you should create a trusting and success-oriented environment throughout the school day. To achieve improved performance, students should:

- develop positive self-images as learners, risk takers, and test takers
- be aware that the role of a test is to measure students' subject matter strengths and weaknessess
- develop a sense of responsibility for setting realistic goals for their own self-improvement

The following strategies can assist in achieving these objectives.

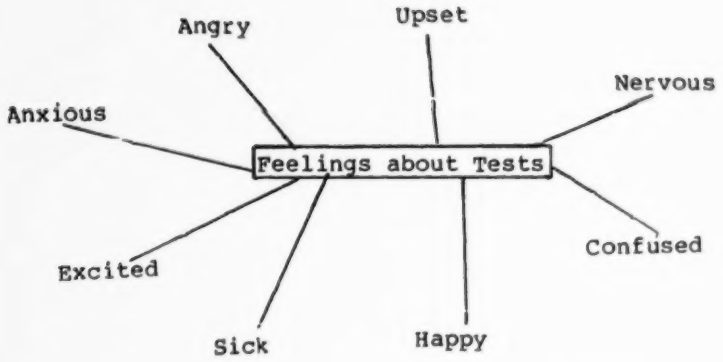
Strategies

Help students develop positive self-images as test-takers by leading the class in a discussion of their perceptions and feelings about taking a test.

- Have students brainstorm to develop a list of feelings they have about testing. Use semantic mapping or webbing techniques.

- Ask:

  - What words come to mind which describe your feelings about taking a test?



- Use follow-up questions to broaden the map and extend discussion after the map is completed.

- Use the following open-ended sentences as a basis for discussion or as a writing assignment followed by discussion:

  A test is like a _____.
  When I take a test I feel _____.
  When I'm prepared for a test I'm _____.

  Elicit responses and discuss reasons for each response by asking, "Why do you feel this way?"

- Assist students in dealing with and changing negative attitudes about testing. For example, ask students to tell about a task they hate to do. After a negative statement, ask students to make a positive comment about the same task:

  Negative: I don't like to clean my room.
  Positive: When I clean my room, it is easier to find the things I need.

  Negative: I'm not happy when I take a test.
  Positive: After I take a test, I can't wait to see if I got a high mark.

- Emphasize success by asking students to answer the question "What have I learned today?" For example, after completing an activity, have a student state two goals accomplished by the activity. This will focus students' thinking on the task and emphasize success. Stress that each student has improved, or learned something. Provide positive feedback.

- Help students develop techniques for controlling anxiety and lessening stress. Emphasize that negative feelings toward a task usually increase anxiety, which in turn affects performance. Explain that by listening to and sharing feelings about testing, students will reduce their own anxiety. For example, lead students in a discussion of the stressful feelings they have about a test. Allow for interaction among students, and serve as a facilitor of the discussion.

. Provide opportunities for roleplaying on topics such as preparing for a test: For example:

Setting 1: a parent and student the evening before the test
Setting 2: a parent and student the morning of the test

. Use follow-up questions to broaden the map and extend discussion after the map is completed.

. Use the following open-ended sentences as a basis for discussion or as a writing assignment followed by discussion:

A test is like a _____.
When I take a test I feel _____.
When I'm prepared for a test I'm _____.

Elicit responses and discuss reasons for each response by asking, "Why do you feel this way?"

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Negative: I don't like to clean my room.
Positive: When I clean my room, it is easier to find the things I need.

Negative: I'm not happy when I take a test.
Positive: After I take a test, I can't wait to see if I got a high mark.

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. Provide opportunities for roleplaying on topics such as preparing for a test: For example:

Setting 1: a parent and student the evening before the test
Setting 2: a parent and student the morning of the test

Teaching the Mechanics of Test-taking

In order for students to take tests well and develop a sense of "test-wiseness," they need to understand the subject matter being tested and also be skilled in the "how to" of test taking. Students may not perform on a test as well as they should because of problems related to the actual taking of a test. Classroom emphasis on teaching these "how to" mechanics will help to strengthen these skills.

This section of the handbook addresses the "how to" skills of test-taking. For each skill:

- a performance objective is stated
- the skill is explained
- strategies for teaching the skill are identified
- examples are given to illustrate the strategy

Use these techniques as often as possible (for example, in classroom management, play activities, etc.), and relate them to lessons in communication arts, mathematics, social studies, and science, as well as other subject areas.

The following "how to" skills are included in this section:

Skill 1: Following test directions
Skill 2: Skimming and scanning
Skill 3: Using time effectively
Skill 4: Using an answer sheet

Skill 1: Following test directions

PERFORMANCE OBJECTIVE: Students will be able to:

follow oral and written directions separately and simultaneously

EXPLANATION: To follow test directions, students must:

(1) be familiar with test vocabulary
(2) listen carefully
(3) read and understand test directions
(4) listen to and read directions at the same time

STRATEGIES:

NOTE: Teach and reinforce listening and auditory discrimination skills before and during the following strategies.

. Introduce the vocabulary that students will encounter on tests, for example: STOP, GO ON, opposite, same, choose, locate, identify, read, paragraph, underline. Elicit and discuss the meaning of each word. Include this vocabulary in classroom activities in mathematics, communication arts, social studies, and science.

. Give class assignments with oral directions that include the test vocabulary listed above. Use simple, complete sentences, and do not repeat directions. For example, say:

- Open your books to page 35. Read the title and the first two paragraphs.
- Locate the vocabulary word _____.
- In which paragraph does _____ appear?

Before students begin the assignment, check their understanding. Gradually increase the complexity of the directions.

. To provide students with practice in reading and following written directions, give class assignments with written directions only. Do not provide any oral directions.

. Distribute Mechanics Worksheet 1A. Have students read and follow the directions. Discuss the strategies they used to follow the directions.

. Give students practice using key words that appear frequently in test directions to complete the personal information section of a test answer sheet. For example, distribute Mechanics Worksheet 1B, and say:

- Locate the words "Last Name" on the answer sheet. Start at the left of the row of boxes under the words "Last Name." Print one letter of your <u>last</u> name in each box. Locate the double lines separating the sections "Last Name" and "First Name." Start at the first box next to the double lines. Print one letter of your first name in each box.
- On your answer sheet locate the section called "Date of Birth." Fill in the abbreviation of the month of your birth. Fill in the numbers for your date and year of birth.

. On classroom assignments and teacher-made tests give students practice adjusting to different kinds of test instructions, often within the same section or exercise. Provide both oral and written directions. For example:

- For items 1-5, choose the word that means the same or about the same as the underlined word. For items 6-10, choose the word that means the opposite of the underlined word.

. Assess student mastery. Reteach and reinforce these skills as necessary.

MECHANICS WORKSHEET 1A

Use the bottom of this sheet of paper to follow the directions below.

Directions

1. Write the following sentence across the center of the answer space:

   NEVER TRUST A SMILING CAT

2. Cross out the second, third, and fifth words.

3. Cross out all the N's and L's.

4. Change the M to N. Cross out the R.

5. Put LO in place of the first E.

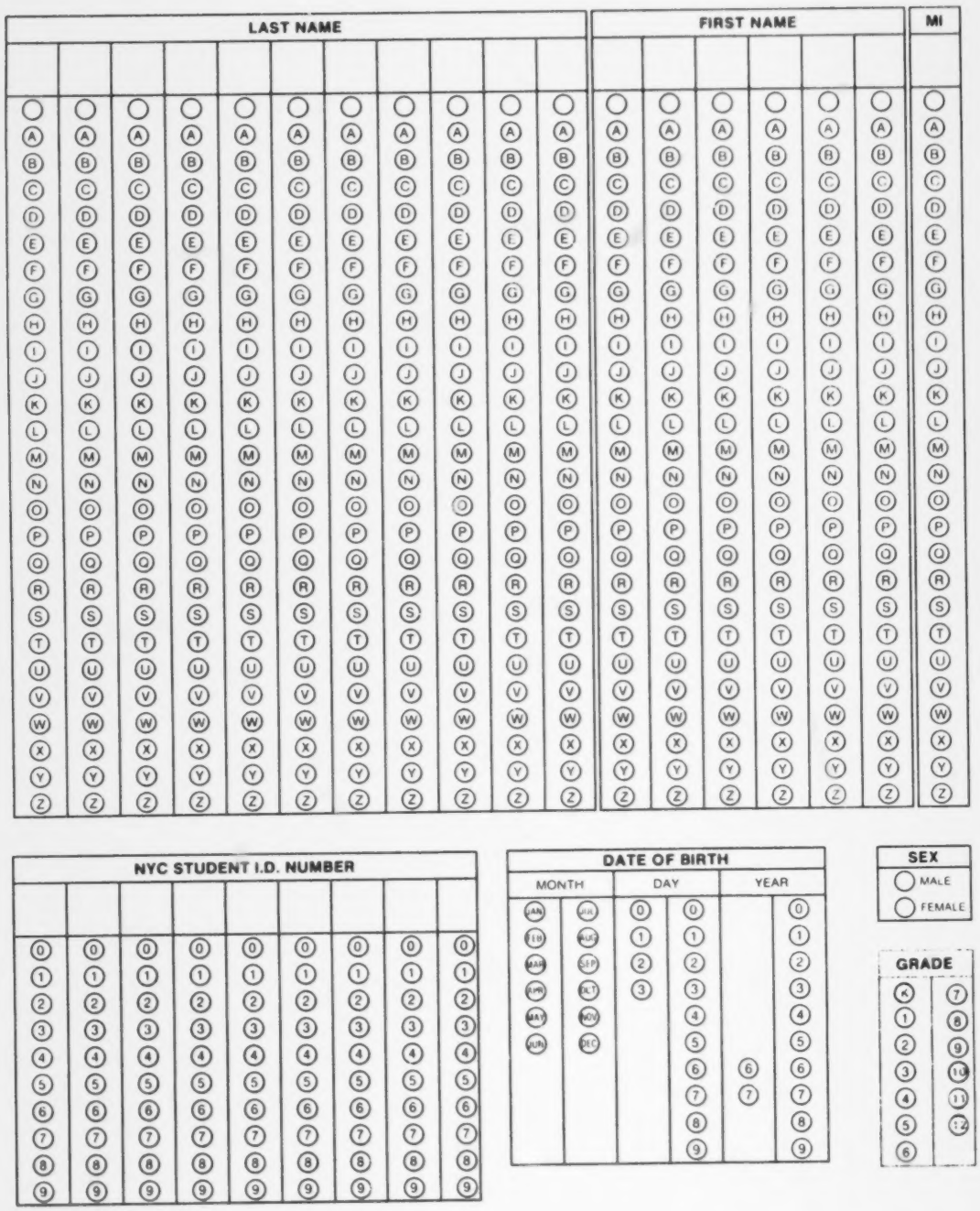
6. Change the two I's to two O's.

7. Change the G to P. Add a Y after P.

8. Write the letters that are left. Leave a blank space between the E and the S.

Exercise from Joanne Carlisle, *Reasoning and Reading*, Level 1 (Cambridge, MA: Educators Publishing, 1982), p. 33.

MECHANICS WORKSHEET 1B



Skill 2: Skimming and scanning

PERFORMANCE OBJECTIVE: Students will be able to:

skim and scan a passage to locate test answers quickly

EXPLANATION: to skim and scan a passage to locate test answers, students must:

(1) adjust reading strategies, purposes, and rates of reading
(2) search passages for significant details

STRATEGIES:

. Introduce or elicit the words skim and scan, teach the meaning for each, and elicit situations in which the skills should be used (for example, reading a newspaper, taking a test, searching for information in a textbook). Point out that:

- Skimming is fast reading. It is used to get general information about a passage or test material quickly.

- Scanning is also fast reading. It is used to locate specific facts or details quickly.

Be sure students understand that skimming and scanning should be used after the entire passage or problem has been read.

. Teach students the following strategies for skimming:

1. Read the question to decide what information to look for.
2. Make a decision whether to skim or scan.
3. Locate the key sentences or phrases that provide the answer.
4. Select the appropriate answer.

. Provide opportunities for students to practice skimming. For example, use the following passage from Communication Arts Test 2 (main idea):

Directions: Read the following paragraph. Darken the oval next to the main idea.

At the crack of the gun, the race began. Many people dashed forward. Across the world's largest suspension bridge, they trotted. Thousands of track shoes gripped the pavement of the Verrazano Bridge. The entire upper roadway was covered! Ten thousand runners made this New York City Marathon the largest in history.

What is the main idea of the paragraph?

- ⬭ a. When the gun sounded, the race began.
- ⬭ b. Ten thousand runners made this New York City Marathon the largest in history.
- ⬭ c. Thousands of track shoes gripped the pavement of the Verrazano Bridge.
- ⬭ d. The Verrazano Bridge is a long bridge.

. Lead students through the following steps to demonstrate how skimming can be used to find the correct answers to test questions:

1. The question asks for the main idea.
2. To find the main idea you must skim for the key sentences:

   Many people dashed forward.
   At the crack of the gun, the race began.
   Ten thousand runners made this New York City Marathon the largest in history.

3. The correct answer is b: Ten thousand runners made this New York City Marathon the largest in history.

. Teach students the following strategies for scanning:

1. Read the question to decide what information to look for.
2. Make a decision whether to skim or scan.
3. Look for key word (names, numbers) related to the question.
4. Select the appropriate answer.

. Provide opportunities for students to practice scanning. For example, use the following passage and questions from Communication Arts Worksheet 1 (answering who, what, when, where and why at the literal level):

Directions: Read the passage. Then read the question and answer choices. Fill in the oval in front of the answer you choose.

Peter and his baby sister Joan get up every school day at ten minutes to nine. School starts at nine o'clock. First, Peter gets washed and dressed. Then he walks to school. It's a long walk and usually takes Peter about twenty minutes. Peter is late for school every day which makes his teacher very upset.

Who walks to school?

◯a. Joan
◯b. Peter
◯c. Peter's sister
◯d. the teacher

. Lead students through the following steps to demonstrate how scanning can be used to find the correct answers to test questions:

1. The question asks who walks to school.
2. The question requires that you scan.
3. The key word is Peter.
4. The correct answer is b, Peter.

. Provide students with numerous opportunities to use skimming and scanning skills as part of their instructional day in mathematics, science, and social studies lessons. Use practice tests (provided in this handbook) and other testing materials to provide opportunities for additional practice.

. Assess student mastery. Reteach and reinforce these skills as necessary.

REINFORCEMENT ACTIVITIES:

COMMUNICATION ARTS

. Use tables of contents and indexes in students' books for practice exercises in skimming and scanning.
. Have students skim and scan television guides, newspaper and magazine articles, and telephone books for homework assignments and follow-up activities.
. Use literature assignments as opportunities for students to skim and scan for main ideas, information about characters, plot details, and figurative language.
. Teach methods of organization that assist the reader in finding information quickly. For example, numerical order, alphabetical order, and classification by topic.

SCIENCE

. Use newspaper weather maps for practice in scanning. For example, ask:

  - Which city in the United States recorded the highest temperature at noon yesterday?

. Have students skim science passages to find their topics.

. Have students scan science experiments for specific details. For example, ask:

  - In step 5, how many grams of salt do you add?

SOCIAL STUDIES

. Have students scan for details in a paragraph, on a page, or in a chapter.

. Have students practice scanning during end-of-unit open book tests.

. Use social studies textbooks for practice in skimming. For example, say:

  - You have three minutes to skim page 18 and find out what it is mainly about.

  Alternatively, write the following on chart paper:

  Page 18 is mainly about:

  a. early explorers
  b. Christopher Columbus
  c. explorers
  d. early explorers of the Americas

  Discuss students' choices, helping them see that some are too broad, others too narrow, and one "just right."

. Relate skimming and scanning to pacing and time management by giving time limits for skimming and scanning exercises. For example, say:

  - You have five minutes to scan this passage and answer the questions that follow.

MATHEMATICS

. Use newspaper charts and graphs for scanning.

. Skim newspaper advertisements for percentage of discounts at department stores.

. Use newspapers to skim for time schedules for television, movie and radio programs.

Skill 3: Using time effectively

PERFORMANCE OBJECTIVE: Students will be able to:

manage time effectively on a test

EXPLANATION: To manage time effectively on a test, students must:

(1) figure out how much time is available to complete each answer
(2) work at an appropriate pace, yet remain relaxed

STRATEGIES:

NOTE: Reinforce test-taking strategies in all classroom testing situations.

PART 1

. Use time-oriented directions to encourage students to complete a task in a specific time span. For example:

1. At the count of ten - your desks should be clear.

PART 2

. Use time-oriented problems that students must use mathematical skills to solve. For example:

1. John has to answer 10 questions in 20 minutes. How much time can he spend on each question?

2. If Marion took 3 minutes each to answer 15 questions, how long did it take her to finish the test?

. Teach students how to use the clock to pace their time on a test. For example:

1. If a test starts at 9:50 A.M. and you have 10 minutes to complete Part I, at what time will Part I be over?

Start	Stop
9:50 A.M.	? A.M.

2. If one part of a test started at 9:40 A.M. and was completed at 10:05 A.M., how many minutes did you have to complete that part of the test?

PART 3

. Write the following strategies on chart paper and discuss them with students:

- Listen to and/or read all directions.

- Be sure you ask a question about things you don't understand before the test begins.
- Look ahead to find out how much you have to complete in the time alloted for the test.
- First answer all the questions you know.
- Skip questions only if you think you cannot answer them. Come back to them later when you have finished the rest of the test
- Be sure that you put your answers in the correct space on the answer sheet.
- Use all the time allowed to check your answers for accuracy. Check for missed answers on the answer sheet.

Assess student mastery. Reteach and reinforce as necessary.

Skill 4: Using an answer sheet

PERFORMANCE OBJECTIVE: Students will be able to:

use an answer sheet correctly

EXPLANATION: To use an answer sheet, students must:

(1) know what information is requested on the answer sheet
(2) understand the format of the answer sheet
(3) mark answers correctly on the answer sheet

STRATEGIES: Have students practice as often as possible with sample answer sheets:

. Teach as sight words those words that routinely appear on answer sheets, for example: name, school, class, date, teacher's name, M.I. (middle initial), item, sample.

. Use Mechanics Worksheet 1A, sample answer sheet, to familiarize students with the location of different sections. Employ commonly used testing vocabulary. For example:

- Turn your answer sheet so the words "Last Name" are at the top of the sheet.

- Locate the first box on the left under "Last Name." Print one letter of your last name in each box.

- Locate the first box to the right of the double line under "First Name." Print one letter of your first name in each box.

. Emphasize that each answer must be marked in its proper place on the answer sheet. Demonstrate how a misplaced answer affects those that follow.

. Use different kinds of answer sheets during regular classroom testing situations. For example, during end-of-unit tests, have students record their answers on Mechanics Worksheet 4 which has a different format from the answer sheet in the appendix.

. Provide opportunities to incorporate practice in following directions with completing the answer sheet. (See Mechanics Lesson 1: Following Test Directions.)

Communication Arts Skills

Skill 1: Answering who, what, when, where, and why questions at the literal level

PERFORMANCE OBJECTIVE: Students will be able to:

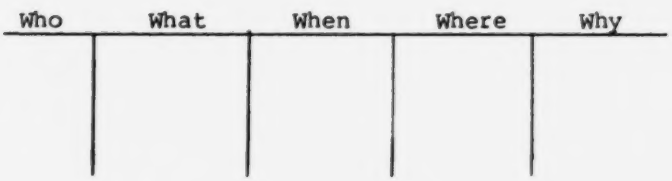
answer detail questions about a test passage

EXPLANATION: To answer detail questions, students must:

(1) recognize story details
(2) recognize words that signal details
(3) relate who, what, when, where, and why questions words to the test passage

DEVELOPMENT:

ACTIVITY 1 . Write these headings on chart paper:



. Have students listen to and follow a direction that calls for them to perform an action:

- Write the name of your favorite video game on the board.

. After the completion of the action, ask the following questions, writing students' answers on the chart:

- Who just completed an action?
- What did the person do?
- When did the action take place?
- Where did the action happen?
- Why did the person perform the action?

. Repeat the same procedure for additional actions:

- Write your friend's name on the board.
- Write the name of a character from your favorite story on the board.
- Clap your hands.
- Put your hands on your head.
- Write three numbers on the board.
- Write the name of the pet you own or wish to own on the board.

. Probe:

- When we hear a question beginning with "who," what kind of information should we look for? (Continue for what, when, where, and why.)

. Say:

- We call all of these answers "details." (Explain.)

ACTIVITY 2

. On the board write:

Paul lost his hat.
The boy lost his hat.
He lost his hat.

. Ask:

- Who lost his hat?

. Underline "Paul," "boy," and "he," and elicit that the answer to a who, what, when, where, or why question may be stated in different ways.

. Write these headings on chart paper: "Question Words" and "Kinds of Answers."

. Elicit the five question words and write them under the heading "Question Words." Elicit the kinds of answers that go with the question words and write them on the chart. For example:

Detail Chart

Question Words	Kinds of Answers
who, what, which	a person, thing, idea, or action
when	a time
where	a place
why, how	a reason or explanation

. Review the chart and encourage students to refer to it when discussing detail questions.

ACTIVITY 3

. Write the following story on chart paper, or duplicate and distribute it (see Appendix B):

Paul Chan came to live and work in New York City in 1931. Paul Chan is a painter. Not many painters work the way he does. He does not paint houses. He does not paint little pictures. He paints high above New York's famous Times Square. He paints the huge signs that look down on the people in New York's theater district.

. Ask the following questions. As students respond, add their answers to the chart from activity 1.

- Who is a Paul Chan?
- When did Paul come to New York City?
- What does Paul paint?
- Where is the painting done?
- Why did Paul come to New York?

. Probe:

- What question word helped you find the answer?
- What story details helped you find the answer?

FOLLOW-UP:

. Distribute Communication Arts Worksheet 1, and follow the directions in the box at the top of the page.

. After students complete the worksheet, give them feedback and assess their mastery of the skill.

TEST:

. Distribute and administer Communication Arts Test 1. Follow the testing procedure outlined in the section of this guide called "How to use This Book."

"Paul Chan" passage adapted from Anne Marie Mueser, *Practicing Reading* (New York: Random House, 1978), p. 7.

Teacher:

. Have students read and explain the directions.
. Have students read and explain the tip.
. Have students read the selection and answer question 1.
. Ask: What story detail did you use to answer the who (what, when, where, why) question?
. Have students complete the rest of the worksheet independently.
. Review and probe both correct and incorrect responses.

COMMUNICATION ARTS WORKSHEET 1

Directions: Read the passage. Then read the questions and the answer choices. Fill in the space in front of the answer you choose.

Peter and his baby sister Joan get up every school day at ten minutes to nine. School starts at nine o'clock. First, Peter gets washed and dressed. Then he walks to school. It's a long walk and usually takes Peter about twenty minutes. Peter is late for school every day which makes his teacher very upset.

1. Who walks to school?

   ◯ a. Joan
   ◯ b. Peter
   ◯ c. Peter's sister
   ◯ d. the teacher

2. On school days, when does Peter get up?

   ◯ a. eight o' clock
   ◯ b. ten minutes to nine
   ◯ c. nine o'clock
   ◯ d. ten minutes after nine

3. What does Peter do before he walks to school?

   ◯ a. gets washed and dressed
   ◯ b. watches television
   ◯ c. reads a book
   ◯ d. eats breakfast

4. Where does Peter go?

   ◯ a. to the movies
   ◯ b. to the store
   ◯ c. to the playground
   ◯ d. to school

5. Why is Peter late to school every day?

   ◯ a. he gets lost walking to school
   ◯ b. he eats breakfast
   ◯ c. he gets up late
   ◯ d. he goes to the park

TIP:

. Use question words to help you find the correct answers.
. Answer every question.
. Remember! Each question has only one correct answer.

NAME _____ CLASS _____

COMMUNICATION ARTS TEST 1

Directions: Read the story, then read questions 1-4. Fill in the circle next to the best answer for each question.

Last year, Carla wanted to have a part in the school play. She picked out the part that she wanted and studied the lines very carefully. The part was that of an old woman named Mrs. Mays.

On the afternoon of the tryouts, Carla was scared. Because she had practiced so many times, however, she did not forget the lines.

The next day, the results were posted on the door of the school library. Carla didn't see her name next to that of Mrs. Mays. She was disappointed, and so she asked the judges what had happened.

The judges told Carla that she did not get the part because her voice and the way she walked didn't make Mrs. Mays seem old enough. They told her she needed to practice more and to keep trying. "Don't give up," they said. "You will be very good someday." She is studying now for this year's play.

1. What part did Carla want in the school play?

   ⬭ a. librarian
   ⬭ b. teacher
   ⬭ c. judge
   ⬭ d. Mrs. Mays

2. Why didn't Carla get the part?

   ⬭ a. she forgot her lines
   ⬭ b. she was late for the tryout
   ⬭ c. she didn't look or sound old enough
   ⬭ d. she didn't try hard enough

3. Where were the results posted?

- ◯ a. bulletin board
- ◯ b. class newspaper
- ◯ c. principal's office
- ◯ d. library door

4. How did Carla feel when she found out the results?

- ◯ a. disappointed
- ◯ b. happy
- ◯ c. scared
- ◯ d. angry

Exercise adapted from Charles Mangrum, *Comprehension We Use*, Book D (Chicago: Rand McNally, 1981), p. 25.

SKILL 2: **Finding the main idea**

PERFORMANCE OBJECTIVE: Students will be able to:

select a main idea for test passage

EXPLANATION: To select a main idea, students must:

(1) identify details related to the same topic
(2) relate supporting details to a main idea
(3) relate a main idea to an appropriate story title

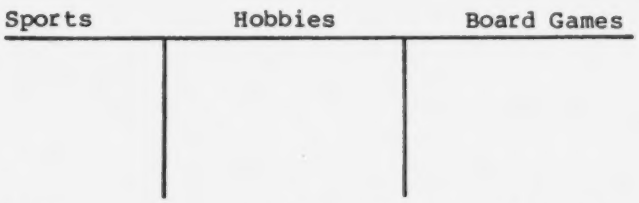
DEVELOPMENT:

ACTIVITY 1

. Ask:

- What do you like to do on Saturdays?

. Write students' responses on chart paper, listing them in columns by category. For example:



. Write a group experience chart based on the words from one column of the list, and have students read the experience chart.

. Ask:

- What is the story mainly about?
- A title is a name for a story. What is a good title for the story?
- Why is this a good title?

. Say:

- A title gives a name to a story. The main idea tells in a few words what the whole story is about. Sometimes, the title and main idea are the same.

ACTIVITY 2

. Write the following passage on chart paper or duplicate and distribute it (see Appendix B). Have students read it silently:

Oil has many uses. Oil is used in engines and machines to make them run smoothly. The gasoline used in cars is made from oil. Many homes are heated with oil. Oil is also used in making paints, automobile tires, and plastics.

What is this passage mainly about?

a. Oil Is Used in Many Machines
b. Homes Are Heated with Oil
c. The Many Uses of Oil
d. Oil Is Used to Make Tires

. Ask:

- What is this passage mainly about? (Be sure that students understand that "mainly about" is the same as "main idea.")

. Probe:

- What clues helped you find the main idea?

. Say:

- Sometimes the author gives you the main idea somewhere in the passage. Sometimes you won't find the main idea stated in the passage and you will have to figure it out for yourself.

. Elicit the steps students can use to find a main idea, and/or write them on chart paper for classroom display. For example:

To find the main idea:

1. Read the paragraph.
2. Read the main idea questions and choices.
3. Go back to the paragraph and find the story details that will help you choose the correct main idea.

. Discuss these steps with the class.

ACTIVITY 3

. Write the following on chart paper for display in the classroom:

Questions that Ask for the Main Idea

What is the story mainly about?
The story is mainly about...
The main idea of the story is...
What is the passage mainly about?
The best title for this passage is...

. Say:

- When you take a reading test, you are often asked to find the main idea. On a test, the questions on the chart are used to ask you for the main idea.

. Review and discuss the questions on the chart.

. Write the following passage and question 1 on chart paper, or duplicate and distribute it (see Appendix B):

A good breakfast is the most important meal of the day. Experts say that it gives us the energy we need to think and be active. Usually, we haven't eaten since the night before. We need to "break the fast." Our bodies must have nourishment. Food is the fuel that runs our bodies. Start the day with a good breakfast and you'll be glad you did.

1. The main idea of the passage is:

   a. a good breakfast is the most important meal of the day
   b. our bodies do not need nourishment
   c. we need energy to think
   d. food is fuel

. Ask:

- What is the correct answer? (Elicit a number of responses.)

. Probe:

- What clues helped you select the main idea?

. (Optional) Move the first sentence to the end of the passage to demonstrate that the main idea may appear in different places in a passage.

. Write question 2 on the board:

2. The best title for this passage is:

   a. Breaking the Fast
   b. A Source of Energy
   c. Eating at Nightime
   d. Body Fuel

. Ask:

- What is the correct answer? (Elicit a number of responses.)

. Probe:

- How did you figure out the best title?

. Say:

- To choose the best title, be sure that you look at all the details in the passage.

. Write the following paragraph and question on chart paper:

The dishes hadn't been done all day. My little brother had his toys all over the floor. Old newspapers and open magazines lay here and there. And who should enter the room but our mother, coming home from work.

This passage is mainly about:

a. a messy house
b. dirty and lazy people
c. working mother
d. a surprised mother

. Ask:

- What is the correct answer?
- What steps did you use to find the main idea? (Refer students to the chart from Activity 2.)

. Say:

- In this passage the main idea is not stated in the passage itself. You must look at all the details to figure out the main idea.

. Elicit the different places where a main idea can be found in a paragraph.

FOLLOW-UP:

- Distribute Communication Arts Worksheet 2, and follow the directions in the box at the top of the page.
- After students complete the worksheet, give them feedback and assess their mastery of the skill.

TEST:

- Distribute and administer Communication Arts Test 2. Follow the testing procedure outlined in the section of the guide called "How to Use This Book."

"Breakfast" passage adapted from Sidney J. Rauch and Phillip K. Trocki, *A Need to Read: Finding the Main Idea,* Level A (New York: Globe Book, 1980), p. 45.

Teacher:

. Have students read and explain the directions.
. Have students read and explain the tip.
. Have students read passage 1 and select the answer.
. Probe: How did you find the main idea?
. Have students complete the rest of the worksheet independently.
. Review their answers, probing both correct and incorrect responses.

COMMUNICATION ARTS WORKSHEET 2

Directions: Read each paragraph. What is the main idea or best title? Select the correct choice. Darken the oval next to the correct choice.

1. You may be surprised to know that people use airplanes in fishing. When an airplane locates a large school of fish, a radio message is sent to the fishing boats. The boats then hurry to the place where the fish were spotted.

   ⬭ a. Radio messages about fish
   ⬭ b. How airplanes are used in fishing
   ⬭ c. Fishing boats
   ⬭ d. A fish story

2. Death valley in California is one of the hottest and driest places in the world. The deep valley lies between mountains which shut out winds from the ocean. In summer, the temperature is often 120°F (49°C). During an entire year, only about two inches of rain fall. In fact, Death Valley has few plants because there is so little rain.

   ⬭ a. Weather in Death Valley
   ⬭ b. Plant life in Death Valley
   ⬭ c. Rainfall in Death Valley
   ⬭ d. The Heat of Death Valley

3. People who own farms and grow crops help provide our food. Workers who harvest the crops are important, too. So are the people who work in factories where the crops are cleaned and cooked and, perhaps, canned or frozen. Many other people, such as truck drivers and grocery store workers, help to bring us food.

   ⬭ a. Truckers and factory workers bring us food
   ⬭ b. Many people help provide our food
   ⬭ c. People who grow crops provide our food
   ⬭ d. Factories cook and clean our crops

4. Cave people did not eat the same kind of meals we do. They spent much time finding enough food to stay alive. They looked for berries, seeds, and roots to eat. They also fished and hunted animals for meat. What would cave people think of hot dogs, pizza, and ice cream?

   ⬭ a. Fruits, seeds, and meat
   ⬭ b. Food treats for cave people
   ⬭ c. What cave people ate
   ⬭ d. Cave people and pizza

TIP:

Look at all the story details to help you find the main idea. Remember! The main idea can be found in different places or may not be stated in the passage at all.

Exercise adapted from John Carney, et al., *Comprehension: Critical Reading*, Reading Skills in Action, Book 46, Teacher's edition (Chicago: Benefic Press, 1979), pp. 4-5.

NAME _____ CLASS _____

COMMUNICATION ARTS TEST 2

Directions: Read each paragraph. Darken the oval next to the main idea or best title.

1. In autumn, animals get ready for winter in many ways. Squirrels store nuts. Deer grow thicker coats, and bears eat a lot to store fat. Wild geese fly south to warmer lands. Bats and whales also move to warmer places for the winter season.

   ⬭ a. Animals grow thicker fur for winter.
   ⬭ b. Animals prepare for winter.
   ⬭ c. Autumn is a time of change.
   ⬭ d. Bats and whales move in the winter.

2. A good zoo tries to give each animal the kind of home it is used to. Zebras and giraffes should live in open spaces like the plains in Africa they came from. Penguins, those friendly, formal looking creatures, need to be near snow and cold water. Foxes and rabbits, although they are enemies, both need a woodland to make their homes in.

   ⬭ a. Every zoo should have zebras and giraffes.
   ⬭ b. Penguins live where the weather is cold.
   ⬭ c. A good zoo makes animals feel at home.
   ⬭ d. Animals need open spaces to live in.

3. Trees are very helpful to us, like good friends. Pine, oak, maple, and cherry are names of some of our tree friends. Trees give us wood for furniture and for paper making. We get foods such as fruits, nuts, and syrup from trees. Tree roots hold the soil and water in place.

   ⬭ a. We get wood from trees.
   ⬭ b. Trees are important to us in many ways.
   ⬭ c. We all have good friends.
   ⬭ d. Tree roots hold the soil in place.

4. At the crack of the gun, the race began. Many people dashed forward. Across the world's largest suspension bridge, they trotted. Thousands of track shoes gripped the pavement of the Verrazano Bridge. The entire upper roadway was covered! Ten thousand runners made this New York City Marathon the largest in history.

   What is the main idea of the paragraph?

   ⬭ a. When the gun sounded, the race began.
   ⬭ b. Ten thousand runners made this New York City Marathon the largest in history.
   ⬭ c. Thousands of track shoes gripped the pavement of the Verrazano Bridge.
   ⬭ d. The Verrazano Bridge is a long bridge.

5. There are four seasons in the year. The first is spring, when nature awakes from its winter sleep. The next is summer, the season of life. Then comes fall, when nature prepares for the long winter sleep. Winter covers the earth with a soft blanket of snow.

   The best title for this passage is

   ⬭ a. Summer Life
   ⬭ b. Winter Sleep
   ⬭ c. Four Seasons
   ⬭ d. Nature Awakes

Passages 1-3 from John Carney, et al., *Comprehension: Critical Reading*, Reading Skills in Action, Book 46, Teacher's edition (Chicago: Benefic Press, 1979), pp. 5-6. Passage 4 from Sidney J. Rauch and Phillip K. Trocki, *A Need to Read: Finding the Main Idea*, Level A (New York: Globe Book, 1980), p. 37. Passage 5 from Robert R. Potter, *Reading for Main Ideas*, Book 2 (New York: Globe Book, 1984), p. 8.

Skill 3: Using words that signal cause and effect

PERFORMANCE OBJECTIVE: Students will be able to:

use words that signal cause and effect to locate answers to test passages

EXPLANATION: to use words that signal cause and effect, the student must:

(1) recognize words that signal cause and effect
(2) identify cause and effect relationships among ideas
(3) relate words that signal cause and effect test questions and passages

DEVELOPMENT:

ACTIVITY 1

. Hold up an inflated balloon, and ask a volunteer to stick it with a pin.

. Ask:

- What happened?
- Why did it happen?

Say:

- We call what happened the "effect."
- We call the reason it happened the "cause."

. Write the following statement on the chalkboard, and ask a volunteer to underline the cause with one line and to circle the effect:

Because Mary poked the balloon with a pin, the balloon popped.
(cause) (effect)

. Write these sentences on chart paper:

Because Tony studied, he passed the test.
The child laughed when she was tickled.
The car crashed due to icy roads.
The buzzer sounds when the button is pushed.

. Have students underline the causes and circle the effects.

. Probe:

- Why did Tony pass the test?
- Why did the child laugh?
- What caused the car to crash?
- When does the buzzer sound?

ACTIVITY 2 . Say:

- There are some signal words that help us find causes and effects.

. Write the following on chart paper, or duplicate and distribute it (see Appendix B). Have students find all the cause and effect signal words.

Because Nina had a cold, she stayed home from school. As a result of the cold, Nina felt very tired, and so she stayed in bed all morning. Since she felt better after lunch, she sat up and watched television. Due to Nina's cold, her mother stayed home from work. Nina felt better when her mother gave her a back rub. The next day she went back to school because she felt better.

. Write the cause and effect signal words on chart paper for display in the classroom:

Words that Signal Cause and Effect Relationships

because	then
due to	when
as a result of	since

. Write the following sentences on chart paper. Have students read the sentences, find the key words, and identify the causes and effects:

- Bob was late for school because he overslept.
- When the bus was late, Joan walked to school.
- Due to the snowstorm, school was closed.

ACTIVITY 3 . Distribute Communication Arts Worksheet 3A. Have students read the first passage and underline the signal word.

. Ask:

- Is "the puddle dries up" a cause or an effect? (effect)

. Probe:

- Why is "the puddle dries up" an effect?

. Have students write the letter E next to "the puddle dries up," and repeat the procedure for the other statements in number 1.

. Have students do numbers two and three independently.

. Review students' responses, probing correct and incorrect choices.

FOLLOW-UP:

. Distribute Communication Arts Worksheet 3B, and follow the directions in the box at the top of the page.

. After students complete the worksheet, give them feedback and assess their mastery of the skill.

TEST:

. Distribute and administer Communication Arts Test 3. Follow the testing procedure outlined in the section of this guide called "How to use This Book."

COMMUNICATION ARTS WORKSHEET 3A

Directions: Write the letter C on the line in front of each cause. Write the letter E on the line in front of each effect.

1. After a rainstorm a puddle dries up because either the sun's heat or wind action pulls the water into the air. This is called evaporation.

   ___ The puddle dries up.
   ___ The sun's heat pulls water into the air.
   ___ Wind action pulls water into the air.

2. If you try to freeze a full jar of water with a tightly fitted lid, the jar will probably burst. This is because water must take up more space when it freezes.

   ___ The water freezes and takes up more space.
   ___ The jar bursts.

3. Forest fires burn millions of trees each year. Some fires begin when lightning strikes a tree, but many start when people are careless with campfires and matches.

   ___ People are careless with campfires and matches.
   ___ Forest fires burn millions of trees each year.
   ___ Lightning strikes a tree.

Teacher:

. Have students read and explain the directions.
. Have students read and explain the tip.
. Have students read number 1 and select the best answer.
. Probe:
  - Why did the tree crack?
  - What was the cause?
  - What was the effect?
. Have students complete the rest of the worksheet independently.
. Review the answers, probing correct and incorrect responses.

COMMUNICATION ARTS WORKSHEET 3B

Directions: Read each story. Darken the oval next to the group of words that correctly completes the sentence.

1. One dark summer night it rained. The sky was filled with lightning. Lightning hit a big tree. So the tree cracked.

   The tree cracked _____.

   ◯ a. when lightning hit it
   ◯ b. when it got wet
   ◯ c. when winter came

2. Mother and Ken were making soup. First they put in peas. Then they needed carrots. "I will get some carrots," Mother said. So Mother went to the store.

   Mother went out _____.

   ◯ a. to find Ken
   ◯ b. to buy carrots
   ◯ c. to sit in the sun

3. Kim wanted to do magic. She had a new trick. It made her very happy. Kim said, "I will show the trick to Pat. She will like it, too." So Kim went to see Pat.

   Kim went _____.

   ⬭ a. to show Pat her new trick
   ⬭ b. to play with Pat's dog
   ⬭ c. to ask Pat to do a trick

4. For many days, it was very hot. It did not rain. So the pond did not have much water in it. Then a lot of rain came.

   Soon the pond was filled _____.

   ⬭ a. from the rain
   ⬭ b. from the sun
   ⬭ c. from the well

TIP:

. The cause is why something happens.
. The effect is what happened.

Exercise adapted from *Thinking and Test-Taking Techniques*, Elementary Level (New York: Community School District 12, 1982), p. 82.

NAME _____ CLASS _____

COMMUNICATION ARTS TEST 3

Directions: Read the selection. Then find the choice that best answers each question. Fill in the circle next to each choice.

On a hot night in 1930, a five-year-old Osage Indian girl watched the Indian dances. Her name was Maria Tallchief. Maria liked the music best of all. In fact, she and her sister took music lessons every week. But they did not think they would be great ballet dancers some day.

Maria started learning to play the piano when she was three years old. When she was four, she began to take ballet lessons. By the time she was seven, she would play piano for two hours every day. Then she would practice her dancing. She had to get good grades in school, too.

Maria learned to play the piano so well that when she was in high school she gave a concert. First, she played the piano. Then she danced.

When she was sixteen, she danced for many people. It was very exciting. That is when she decided to make dancing her life.

So Maria worked and worked at her dancing. She practiced for hours every day. When she was 17, she was a top ballet dancer. Sometimes her legs hurt from the hours and hours of dancing.

Later, she became the lead dancer of the New York City Ballet Company. All over the world, people knew about Maria Tallchief. She was the best ballet dancer of all.

1. Why did Maria enjoy the Indian dances?

   ○ a. All her friends were there.
   ○ b. There was lots of action.
   ○ c. She liked the music.
   ○ d. There was lots of noise.

2. What made Maria's legs hurt?

   ⬭ a. Maria fell
   ⬭ b. Indian dances
   ⬭ c. too much piano
   ⬭ d. hours of dancing

3. Why did people all over the world know Maria?

   ⬭ a. She was the best ballet dancer.
   ⬭ b. She was an Indian leader.
   ⬭ c. She played the piano so well.
   ⬭ d. She was so young.

4. Why did Maria choose dancing?

   ⬭ a. She loved to dance.
   ⬭ b. Her piano was broken.
   ⬭ c. It was hard work.
   ⬭ d. Her parents wanted her to dance.

5. What made Maria such a good ballet dancer?

   ⬭ a. good shoes
   ⬭ b. hard work
   ⬭ c. piano music
   ⬭ d. her sister

6. How did Maria become a great dancer when she was young?

   ⬭ a. She traveled a lot.
   ⬭ b. Someone wrote a book about her.
   ⬭ c. Her parents told everyone about her.
   ⬭ d. She started dancing at an early age.

Exercise from *High Intensity Learning Systems 2,* Reading Achievement, Book 1, (New York: Random House, 1982).

Review I: Analyzing and answering test questions: Skills 1-3

> Stop and assess students' understanding of test questions and kinds of answers. If necessary, return to previously taught skills, and reteach them using additional instructional materials.

PERFORMANCE OBJECTIVE:

Students will be able to:

analyze and answer three types of test questions: main idea, details, and cause and effect

EXPLANATION:

to analyze and answer test questions, students must:

(1) recognize and differentiate among various types of test questions
(2) determine the kind of answers that the test questions require

DEVELOPMENT:

ACTIVITY 1

. Distribute Communication Arts Review Worksheet I.

. Have students read the directions as you read them aloud. Do the first item with the class.

. Ask:

- What kind of a question is this? (main idea)
- What key question words helped you decide on the kind of question? (all about)
- What kind of answer must you look for?

. Elicit similar responses for questions 2 and 3. Check students' responses on their worksheets.

. Have students complete the rest of worksheet independently. Tell them to use what they have learned about main idea, details, and cause and effect questions to help them complete the worksheet.

. Probe students' responses, and use the worksheet to assess students' understanding of main idea, details, and cause and effect questions, as well as key question words and kinds of answers to look for. If necessary, reteach the skills.

ACTIVITY 2

. Write the headings from the review chart below on chart paper and fill in the left column only.

. Say:

- We have learned how to identify and answer detail, main idea, and cause and effect questions on a test. (Refer to the review chart.) Let's review what we have learned so far.

. Ask:

- What are story details?
- What key question words signal story details? (who, what, when, where, why)
- What kinds of answers would you look for? (who = person, etc.)

. Record students' answers on the review chart. Repeat the same process for main idea and cause and effect questions:

Review Chart

Type of Question	Key Question Words	Kind of Answers to look for
Detail	who, what, when, where, why	who = person what = thing where = place
Main Idea	all about, mainly about, title	details that go together first and last sentence clues
Cause and Effect	because, as a result of due to, in order to	what happened = effect why it happened = cause

. (Optional) Have students write original examples for each of the three types of test questions. Write some of their examples on chart paper. Have students underline the key question words.

COMMUNICATION ARTS REVIEW WORKSHEET I

Directions: Read each test question. Use your test-taking skills to decide what kind of question it is. Complete the review chart below.

Test Questions

1. What is the story all about?
2. Who ate the birthday cake?
3. The lights went out because _____.
4. What did Mrs. Ross make for dinner?
5. As a result of the election, who became the president?
6. What is the story mainly about?
7. Who played first base for the Mets last year?
8. Where is Salt Lake City located?
9. Why did the dog bite the boy?
10. What caused the Civil War to begin?

Type of Question	Key Question Words	Kind of Answers to Look for
1. main idea	all about	first and last sentence clues, story details that go together
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

COMMUNICATION ARTS REVIEW TEST I

Practice Test: Skills 1-3

Part 1

Teacher:

This test is divided into two parts. Allow 15 minutes for each part.

. Distribute Communication Arts Review Test I, "Practice Test: Skills 1-3 (Part 1)."

. (Optional) Distribute the answer sheet that follows the practice test.

. Give the directions for Part 1 orally. Be sure students understand what to do.

. Say:

- This test will show how well you read and understand stories and answer test questions. Look at sample A in the box. Read the story. Then read the question below the story. Find the best answer to the question. Fill in the space that has the same letter as the answer you chose. Then STOP.

. Ask:

- What answer did you choose?
- What kind of question is this? (detail)
- Did any key words help you find the answer? (who = person who cried = Mike)
- How did they help?

. Say:

- You should have filled in space b next to "Mike," because the story tells you that Mike cried.
- Complete the rest of the questions on the test. If you are not sure of an answer, use the test-taking skills you have learned. When you see the words GO ON, go right to the next page. When you come to the word STOP, you have finished the test.
- You will have 15 minutes to complete the items on the test.

- Write the time on the board and remind students to use the tips they have learned for using time well on a test. (See Mechanics Skill 3.)

- Review the test with students. Use the answer matrix in the appendix to help you assess students' mastery of the three types of test questions. Items that are starred will be taught in the next section of the handbook.

- If necessary, reteach skills students have had difficulty mastering.

NAME _____ CLASS _____

COMMUNICATION ARTS REVIEW TEST I

Practice Test: Skills 1-3

Part 1

Directions: Read each passage. Then answer the questions that follow it. Choose the best answer for each question. Fill in the correct oval for the answer you chose.

SAMPLE A

Karen wanted a dog. Her brother Mike wanted a cat."This house is too little for an animal," said Mother. Mike went to his room and cried.

Who cried?

- ⬭ a. Mother
- ⬭ b. Mike
- ⬭ c. the dog
- ⬭ d. Karen

STOP

Leroy's Uncle Terry works in a zoo. He takes care of the bears. One day, Leroy went to see him at work. He took the bus to the zoo all by himself. Uncle Terry met him at the bus stop. He took Leroy to see all the animals. Because Uncle Terry worked at the zoo, Leroy was able to feed and pet the baby monkeys. After that, Leroy and Uncle Terry ate at a hotdog stand. Of all the animals, Leroy liked the brown bears the best. Leroy's Uncle Terry took him home again at night.

1. The best title for this story would be:

   ⬭ a. Monkeys Are Funny
   ⬭ b. A Day with Uncle Terry
   ⬭ c. Uncle Terry Comes Home
   ⬭ d. Baby Monkeys

2. What does Uncle Terry do at work?

   ⬭ a. He runs a hotdog stand.
   ⬭ b. He feeds the monkeys.
   ⬭ c. He takes care of the bears.
   ⬭ d. He drives the bus.

3. What did Leroy do just before he ate?

   ⬭ a. took the bus
   ⬭ b. fed the monkeys
   ⬭ c. looked at the brown bears
   ⬭ d. met Uncle Terry

4. Because Uncle Terry worked at the zoo, Leroy:

   ⬭ a. fed the bears
   ⬭ b. got a free hotdog
   ⬭ c. took care of the bears
   ⬭ d. fed the baby monkeys

5. Which animal did Leroy like best?

   ⬭ a. monkeys
   ⬭ b. dogs
   ⬭ c. bears
   ⬭ d. birds

GO ON

A dragon once lived in a village near the ocean. She liked to play in the water. One day, houses in the village caught fire and were burning down. The people were afraid. "What shall we do?" they asked. "I'll call the dragon," yelled a boy. "She will help us." The boy ran and found the dragon. "Will you please help us put out the fire?" he asked. The dragon nodded. First, she swallowed a lot of water, and then she blew it on the fire. The fire went out. "Thank you, dragon," said the people. "You were a big help." That night all the people in the town had a big party.

6. Who liked to play in the water?

   ⬭ a. the boy
   ⬭ b. the people
   ⬭ c. the animals
   ⬭ d. the dragon

7. The people were afraid because:

   ⬭ a. the town was burning
   ⬭ b. the dragon was angry
   ⬭ c. the dragon swallowed a lot of water
   ⬭ d. the dragon nodded

8. At the end of the story, how did the people in the town feel?

   ⬭ a. happy
   ⬭ b. afraid
   ⬭ c. angry
   ⬭ d. disappointed

9. What did the dragon do after she swallowed the water?

   ⬭ a. she nodded
   ⬭ b. she blew the water on the fire
   ⬭ c. she said thank you
   ⬭ d. she played in the water

10. What is the best title for the story?

   ⬭ a. An Ocean Village
   ⬭ b. Putting Out Fires
   ⬭ c. The Helpful Dragon
   ⬭ d. A Village Fire

STOP

COMMUNICATION ARTS REVIEW TEST I

Practice Test: Skills 1-3

Part 2

Teacher:

Allow 15 minutes for part 2.

- Distribute Communication Arts Review Test I, "Practice Test: Skills 1-3 (Part 2)."
- (Optional) Distribute the answer sheet that follows the practice test.
- Give the directions for Part 2 orally. Be sure students understand what to do.
- Say:
  - This test will show how well you read and understand stories and answer test questions. Read the stories. Then read the questions below each story. Find the best answer to each question. Fill in the spaces on the answer sheet that goes with your answers.
  - If you are not sure of an answer, use the test-taking skills you have learned. When you see the words GO ON, go right to the next page. When you come to the word STOP, you have finished the test.
- Write the time on the board and remind students to use the tips they have learned for using time well on a test. (See Mechanics Skill 3.)
- Review the test with students. Use the answer matrix in the appendix to help you assess students' mastery of the three types of test questions.
- If necessary, reteach skills students have had difficulty mastering.

NAME _____ CLASS _____

COMMUNICATION ARTS REVIEW TEST I

Practice Test: Skills 1-3

Part 2

Our block used to have many large oak trees along the street. It was quite shady and cool in the spring. In the summer, squirrels would run along the strong branches and birds would nest among the leaves. In the fall, we would play in the leaves. Last winter, some people came in a huge truck and chopped down all the oak trees. They wanted to make the street wider. I hope the squirrels and the birds will return to our block. The other children want them back too. This spring, we planted six maple and three birch trees.

11. When did the children plant trees?

○ a. in the spring
○ b. in the summer
○ c. in the fall
○ d. in the winter

12. What is this story mainly about?

○ a. cutting down trees
○ b. making the street wider
○ c. planting trees
○ d. enjoying trees

13. What kind of trees were chopped down?

○ a. birch
○ b. maple
○ c. oak
○ d. none of the above

14. The trees were chopped down in order to:

○ a. build a house
○ b. get wood
○ c. chase away the birds
○ d. make the street wider

15. How many maple trees did the children plant?

○ a. 1
○ b. 3
○ c. 6
○ d. 9

GO ON

If I had a dime, I'd go to the store.
I'd pick out a toy truck and then some more.
I'd pick a popgun, some pencils, a pen.
A bank, a bike, and toy soldier men.

I'd count my money and count it again.
Back go the truck, the gun and the men.
Back go the pencils, the bank and bike.
I guess the pen was just what I like.

16. Where would the writer go for toys?

- ⬭ a. to the store
- ⬭ b. to the neighbors
- ⬭ c. to mother
- ⬭ d. to the hospital

17. What would the writer pick first?

- ⬭ a. a bike
- ⬭ b. a truck
- ⬭ c. soldier men
- ⬭ d. a gun

18. Why would the boy put the toys back?

- ⬭ a. The man in the store wouldn't sell the toys.
- ⬭ b. He didn't have enough money.
- ⬭ c. He couldn't fit the toys in his bag.
- ⬭ d. His mother told him to take them back.

GO ON

Some things we use every day were invented long ago. One day more than a hundred years ago, Mr. Walter Hunt sat down to think. He needed fifteen dollars badly. If he could come up with a good idea for a new invention, he was sure he could sell it. What kind of invention would people find useful and want to buy? How about a pin with a guard to cover the point?

First, Hunt made a drawing and then he made a sample of the pin. It worked. The safety pin was safer to use than the common straight pin. Users would not be so likely to pin themselves! The safety pin was born. Hunt sold his idea for $400.

In 1904, another man had a bright idea. As a result, we have the ice-cream cone. It happened at the World's Fair in St. Louis, Missouri. An ice-cream salesman was doing a big business--so big that he kept running out of dishes. A neighboring dealer had a helpful thought. Why not make a dish that could be eaten? Why not roll a waffle into a cone shape? Because ice cream cones are fun to eat, we've had ice-cream cones ever since.

19. What did Mr. Hunt invent?

- ⬭ a. the safety pin
- ⬭ b. the straight pin
- ⬭ c. the waffle
- ⬭ d. ice cream

20. Which sentence tells about the whole story?

- ⬭ a. The ice cream cone is born.
- ⬭ b. In 1904, a man had a bright idea.
- ⬭ c. Some things we use every day were invented a long time ago.
- ⬭ d. The safety pin was safer to use than the common straight pin.

STOP

"Uncle Terry" passage adapted from School Improvement Project, *Test Sophistication Packet* (New York: New York City Board of Education, 1980), pp. 116-119. "Dragon" passage and items and "Our Block" passage and items adapted from *Thinking and Test-taking Techniques,* Intermediate level (New York: Community School District 12, 1983), p. 118-119, 126. Poem "If I Had a Dime" from *Test-taking Procedures and Techniques,* Grades 7-12, Publication No. X116 (Los Angeles, CA: Los Angeles Unified School District, 1982), p. 219. "Bright Ideas" adapted from Margaret Early, et al., *Blazing Trails,* Bookmark Reading Program, Level 11 (New York: Harcourt Brace Jovanovich, 1983), pp. 461-462.

COMMUNICATION ARTS REVIEW TEST I

Answer Sheet

LAST NAME											FIRST NAME						MI

PART 1

SAMPLE A

A ⓐ ⓑ ⓒ ⓓ

1 ⓐ ⓑ ⓒ ⓓ
2 ⓐ ⓑ ⓒ ⓓ
3 ⓐ ⓑ ⓒ ⓓ
4 ⓐ ⓑ ⓒ ⓓ
5 ⓐ ⓑ ⓒ ⓓ
6 ⓐ ⓑ ⓒ ⓓ
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Skill 4: Distinguishing between real and unreal

PERFORMANCE OBJECTIVE: Students will be able to:

discriminate between what is real and unreal in a test passage

EXPLANATION: to distinguish between real and unreal, students must:

recognize and label real and unreal details and ideas

DEVELOPMENT:

ACTIVITY 1

. Write the following on chart paper, and have students follow along as you read it aloud:

Long, long ago, there lived a magician, a wise old wizard, who could weave the most marvelous spells. He could turn princes into field mice, pebbles into pure gold, and he could make himself disappear, PRESTO! in a puff of pale purple powder.

. Ask:

- What can you tell us about the story? (it's about a magician, he turns pebbles into gold, etc.)
- Could this story really happen? Why? Why not?

. Say:

- This kind of story is called an unreal story. It could not really happen.

. Elicit examples of other kinds of stories that are unreal (fairy tales, fables, comics), and write students' examples on chart paper under the heading "unreal."

. Write the following on chart paper, and have students follow along as you read it aloud:

New City--The New City Transit Authority had to remove over 400 school buses from the New City streets. They found problems with the steering controls. This means that some children will have to walk to school instead of taking the bus.

. Ask:

- What can you tell us about the story? (they had to remove over 400 buses, etc.)
- Could this story really happen? Why? Why not?

. Say:

- This kind of story is called a real story. It could really happen.

. Elicit examples of other kinds of stories that are real (news stories, biographies), and write students' examples on chart paper under the heading "real."

. Elicit a summary that some stories are real and some are unreal.

ACTIVITY 2

. Write the following on chart paper, or duplicate and distribute it (see Appendix B). Have students follow along as you read it aloud.

Roz's Dream

Just before Roz went to bed, she ate three dishes of chocolate-chip ice cream and four donuts. Her mother had warned her not to eat so much, but she was really hungry. She fell asleep quickly and began to dream. She dreamt that she was a slimy, green frog, with a long, slippery tongue. A wicked magician was trying to catch her and turn her into a rock. Just as the magician was about to catch her, Roz woke up.

. Ask:

- What part of this story is real, or could really happen?
- What part of this story is unreal, or could not really happen?

. Elicit students' responses and write them on chart paper. For example:

Real	Unreal
Roz ate too much	Roz was a frog
she went to bed	she was slimy and green
she had a dream	the magician was going to turn her into a rock

. Elicit that some parts of a story may be real and other parts unreal.

ACTIVITY 3 . Say:

- Sometimes on a test the questions ask you to decide what is real or unreal.

. Write the following on chart paper, and have students read and answer the questions:

1. The boy went into the telephone booth and flew out as Superman.

   real
   unreal

2. Tommy had a dream and woke up in a bad mood. He had to go to school anyway!

   real
   unreal

3. Mother said she would fly to the moon, buy cheese, and come home.

   real
   unreal

4. The magician took a white rabbit out of his hat.

   real
   unreal

5. The teacher read the fairy tale to the class.

   real
   unreal

. Probe:

- Why did you say this was real or unreal?

. Write the following story on chart paper, and have students read it:

The children sat under an apple tree.
The tree sang a song.
Golden guitars dropped from the branch above their heads.
The apples danced on their heads.

. Ask:

- In this story, which line is real?

. Probe:

- Why did you pick that sentence?
- Why were the others unreal?

FOLLOW-UP:

. Distribute Communication Arts Worksheet 4, and follow the directions in the box at the top of the page.

. After students complete the worksheet, give them feedback and assess their mastery of the skill.

TEST:

. Distribute and administer Communication Arts Test 4. Follow the testing procedure outlined in the section of this guide called "How to Use This Book."

"Magician" passage from Robert Ruddell, et al., *Sunshine Days*, Teacher's edition (Boston: Allyn and Bacon, 1978), p. 365.

Teacher:

. Have students read and explain the directions.
. Have students read and explain the tip.
. Have students read sentence 1 and give the answer.
. Probe: How did you decide if this could really happen?
. Have students complete the rest of the worksheet independently.
. Review the answers, probing correct and incorrect responses.

COMMUNICATION ARTS WORKSHEET 4

Directions: Read the selections. Fill in the circle next to each sentence that could really happen.

○ 1. The magic hat flew off the shelf and landed on the floor.

○ 2. Larry worked in a bakery that made sweet, sticky donuts.

○ 3. Captain Evans, an astronaut, walked slowly through the woods.

○ 4. The three-eyed lion stuck its head out of the cave. Its large mouth opened. From its mouth came a rush of roaring flame.

○ 5. The king touched the donuts, and they turned to gold.

○ 6. The flower had many beautiful yellow petals. Our family stood near the garden and looked at the beautiful flower.

○ 7. The tugboat pushed the huge boat into the dock.

○ 8. With a roar, the powerful spaceship from Saturn took off from my roof. It had been fun meeting the four space travelers who came in the ship.

○ 9. The singing teapot filled all the cups with hot tea.

○ 10. The squirrel jumped from tree branch to tree branch.

TIP:

Ask yourself: Could this really happen, or couldn't this really happen?

NAME _____ CLASS _____

COMMUNICATION ARTS TEST 4

Directions: Read each sentence carefully. Fill in the circle next to the sentence if it could really happen. Leave the circle empty if it could not really happen.

1. ◯ a. The purple snow fell.
   ◯ b. The city lights shone brightly.
   ◯ c. Tall buildings danced down the street.
   ◯ d. The purple snow melted into an orange street.

2. ◯ a. School on the moon begins at 8:00 A.M.
   ◯ b. The moon school is made of yellow cheese.
   ◯ c. The children eat lunch in school.
   ◯ d. The school children eat burgers made of moon dust.

3. ◯ a. I flew through the air by flapping my arms.
   ◯ b. When my arms got tired I landed on the top of a house.
   ◯ c. Yesterday, I went flying with Peter Pan.
   ◯ d. I'm standing on Earth now!

4. ◯ a. Father cooked dinner.
   ◯ b. Eight men from Mars ate with us.
   ◯ c. The men from Mars had nine eyes each.
   ◯ d. After dinner, the men disappeared in a bright, flash of light.

5. ◯ a. I went to the doctor.
   ◯ b. My stomach had butterflies in it.
   ◯ c. The butterflies wings were tickling the inside of my stomach.
   ◯ d. The butterflies flew out when the doctor opened my mouth.

Skill 5: Using words that signal sequence

PERFORMANCE OBJECTIVE:

Students will be able to:

use sequence words as signals to locate answers to test passages

EXPLANATION:

To answer sequence questions students must:

(1) understand that sequence is the ordering of information or ideas
(2) identify words that signal sequential order
(3) relate signal words in questions to test passages

DEVELOPMENT:

ACTIVITY 1

. Have five or six students come to the front of the room.

. Ask:

- What are the different ways in which we might line up these students in some kind of order?

. Elicit suggestions, such as size place, alphabetical order, gender, and use one of the suggestions to put the students in order.

. Ask:

- Who is first in line?
- Who is last in line?
- Who is in the middle of the line?
- Where is Elizabeth in line?
- Can you think of another way to tell us where Elizabeth is in line?
- Who is second in line?
- Who is before/after John?
- Who is before John and after Elizabeth?

. As students use the words that signal sequence, write them on a chart:

Sequence Signal Words

first	before	beginning
second	after	middle
third	next	end
last		

. Ask:

- What other words can you think of that signal order? (Add them to the chart.)
- Why is it important to put things in order?

. Say:

- These words tell us about the order in which things happen. We call this "sequence." These sequence signal words help us figure out order, or sequence, when we listen or read.

. Discuss the importance of sequence, eliciting examples in students' lives. For example: alphabetical order; chronological order (dates in history, times in radio and television listings); directions in school (lining up, fire drills, lunch procedures); directions for making or doing things (following recipes, playing games); story sequence (stories, cartoons).

ACTIVITY 2

. Let's use what we know about sequence and the sequence signal words to help us make applesauce.

. Elicit previous experiences in making applesauce and/or how students think applesauce is made.

. Write the following on chart paper or sentence strips and have students read and discuss the list:

Making Apple Sauce

_____ Eat applesauce for dessert.

_____ Wash and peel apples.

_____ Put the apples into a big pot.

_____ Pour into dishes and cool.

_____ Cook until apples are soft.

. Probe:

- From the list, what would you do first to make applesauce?
- Why do you think you have to wash and peel the apples first?

. Have students number the steps in sequential order.

. Probe:

- Why does this step go before or after the other?

. Review sequence with students. Have students explain their responses. Give feedback.

ACTIVITY 3

. Say:

- Sometimes when you take a reading test, you have to look for sequence signal words to help you find the answers.

. Write this paragraph and questions on chart paper, or duplicate and distribute it (see Appendix B):

Mary is planning her birthday party. Yesterday, she and her father baked a chocolate fudge cake. Today, she and her mother will buy the candy, balloons, and party hats. Tomorrow, Mary plans to decorate the house with the balloons and streamers. Mary can't wait for her party to begin!

1. What will Mary do today?

a. decorate the house
b. bake
c. give more parties
d. go shopping

2. Tomorrow Mary plans to

   a. put up balloons and streamers
   b. plan her party
   c. buy more candy
   d. bake a fudge cake

3. The first thing Mary did was to

   a. buy party hats
   b. decorate the house
   c. bake a fudge cake
   d. begin the party

. Probe:

- What sequence signal word helped you find the answer? How did that word help you? (Elicit responses from several students.)
- What other sequence words can you find in the story?
- Which answer is best? Why?

FOLLOW-UP:

. Distribute Communication Arts Worksheet 5 and follow the directions in the box at the top of the page.

. After students complete the worksheet, give them feedback and assess their mastery of the skill.

TEST:

. Distribute and administer Communication Arts Test 5. Follow the testing procedure outlined in the section of this guide called "How to Use This Bulletin"

Teacher:

. Have students read and explain the directions.
. Have students read and explain the tip.
. Have students read the passage and answer question 1.
. Say: What sequence word is in question 1?
. Probe: How did the signal word help you find the answer?
. Have students complete the remaining questions independently.
. Review, probing correct and incorrect responses.

COMMUNICATION ARTS WORKSHEET 5

Directions: Read the story and darken the space next to the best answer for each question.

Making Mashed Potatoes

After school, James and Nicole wanted to help their father make mashed potatoes for dinner. First, they washed and peeled the potatoes. Second, they placed them in a big pot of water and put the pot on the stove.

Then their father said, "The potatoes should cook until they are soft." Next they put the potatoes in a bowl and added some milk, salt, and pepper. Then they mashed them up. This was the best part! Finally, they ate the mashed potatoes that they had helped cook.

1. What did James and Nicole do first to make the mashed potatoes?

   ◯ a. added the milk, salt, and pepper
   ◯ b. put the potatoes into a bowl
   ◯ c. asked Father if they were cooked
   ◯ d. washed and peeled the potatoes

2. After James and Nicole cooked the potatoes, they:

   ◯ a. peeled the potatoes
   ◯ b. put the potatoes in a pot
   ◯ c. put the potatoes in a bowl
   ◯ d. washed the potatoes

3. When did James and Nicole help cook the potatoes?

   ◯ a. after dinner
   ◯ b. before school
   ◯ c. after school
   ◯ d. after washing dishes

4. Finally, James and Nicole:

   ◯ a. put the potatoes in a pot
   ◯ b. washed and peeled the potatoes
   ◯ c. came home from school
   ◯ d. ate the potatoes

TIP:

Use the sequence signal words to help you find the answers!

NAME _____ CLASS _____

COMMUNICATION ARTS TEST 5

Directions: Read the story and darken the space next to the best answer for each question.

Peter's Plant

The first thing Monday morning, Peter's teacher, Miss Kessler, told the class about their new science project. They were going to grow their own plants. After Peter checked his homework, he began his project. First, Peter filled his empty milk container with soil. Next, he put two lima beans in the soil and covered them. Third, he watered them. Finally, Peter put his plant on the windowsill in the sun. By that time, the class was ready to go to lunch!

1. What happened the first thing Monday morning in Peter's class?

   ⬭ a. the class planted seeds
   ⬭ b. the class learned about a science project
   ⬭ c. the class watered the plants
   ⬭ d. the plants grew

2. When did Peter begin his project?

   ⬭ a. after he went over his homework
   ⬭ b. the first thing Monday morning
   ⬭ c. after school
   ⬭ d. during reading

3. What did Peter do first?

   ⬭ a. watered the beans
   ⬭ b. ate lunch
   ⬭ c. covered the beans with soil
   ⬭ d. filled a milk container with soil

4. After Peter covered the beans with soil, he

   ⬭ a. did his homework
   ⬭ b. watered the beans
   ⬭ c. filled the container with soil
   ⬭ d. ate the beans

Skill 6: Identifying the mood of a character

PERFORMANCE OBJECTIVE: Students will be able to:

identify the mood of a character in a passage

EXPLANATION: to identify the mood of a character, students must:

(1) identify story characters
(2) interpret story details (actions or statements) as clues to the character's mood
(3) infer the character's mood from the details

DEVELOPMENT:

ACTIVITY 1

. Elicit from students how they feel that morning: happy, grouchy, sleepy, etc.

. Say:

- Sometimes when we read or hear a story, we have to figure out how a person in the story feels.

- Listen to this story about Doreen and see if you understand how she feels. (If you wish, duplicate and distribute the story. See Appendix B.)

Doreen slammed the door as she came into the classroom. She had a strange look on her face. She threw her books down on the desk and sat down. Mr. Jones said, "How were the tryouts?" Doreen ignored him. Other students came in and walked past Doreen, laughing and congratulating each other on making the baseball team.

. Ask:

- Who is the main character in this story? (Doreen) (Explain the word "character," if necessary.)

. Ask:

- What did Doreen do?
- What did she say?
- How did she look?
- How did others treat her?

. Elicit responses and write them on a story chart:

Story Chart

Character	Details the story tells us	Feeling words
Doreen	she slammed the door	sad
	she looked funny	disappointed
	she threw down her books	angry
	she ignored the teacher	mean

. Ask:

- What does the story tell us about Doreen? (Review the details on the chart.)
- How do you think Doreen felt that day in school?
- How do you know that?

. Elicit feeling words and write them on the chart.

. Ask:

- Based on what the story details tell us, which word best describes Doreen's feelings? (angry)

. Probe:

- Do you think she was also disappointed? Why? Why not?
- Why didn't we select "disappointed" to describe Doreen's feelings? (story doesn't support choice)
- Does the story say "Doreen was angry"? (no)
- How do we know how Doreen felt? (we have to figure it out from the clues the writer gives us)

ACTIVITY 2 . Say:

- The details in the story are clues we can use to figure out how a character feels.

. Write the following passage on chart paper, or duplicate and distribute it (see Appendix B). Have students read the passage.

Mario hadn't seen his grandmother for two years. He wanted to visit her in Italy more than anything else in the whole world. He hoped that he would spend the summer with her. One day his father came to his room and told him that his sister would make the visit instead of him.

. Ask:

- How do you think Mario felt?

. Probe:

- What details in the story give you clues about how Mario felt?

. Ask:

- Based on the story details, what word best describes how Mario felt in this story? (disappointed)

. Probe:

- Does the story say that "Mario was disappointed"? (no)
- Do you think he was sad? Why? Why not?
- Why didn't we choose "sad"?

. Elicit feeling words from students and write them on a chart for display. For example:

Feeling Words

frightened	sad	delighted	anxious
bored	furious	afraid	disappointed
funny	angry	upset	discouraged

. Write each of the following stories on an index card:

1. Jerry had nothing to do. No one was home and the television was broken. How did he feel?

2. The test is tomorrow. If Jose fails, his grades will go down. How does he feel about taking the test?

3. The car hit Mary's dog. The dog lay in the middle of the street. How did she feel?

4. It was Ruth's birthday and she wanted a minibike. Instead her grandmother gave her a pair of pajamas. How did Ruth feel?

. Have students read the index cards aloud and answer the questions.

. Probe:

- Why did you select that word?

. Locate the feeling words on the chart. Add any new words to the chart.

ACTIVITY 3 . Say:

- Sometimes, when you take a test, you have to select the word that tells you how a character feels.

. Write the following passage on chart paper, or duplicate and distribute it (see Appendix B). Have students read the story and answer the questions that follow:

Roberto Clemente loved children. He often visited sick boys and girls in hospitals all over Puerto Rico. Over the years, he always sent part of the money he earned as a baseball player to his parents.

"My folks took care of me when I was young," he said, "Now they are old, and I can take care of them."

1. Which of the following words best describes Roberto Clemente?

   a. lonely
   b. caring
   c. angry
   d. discouraged

2. How did Roberto Clemente feel about his parents?

   a. ashamed
   b. old-fashioned
   c. anxious
   d. loving

. Probe:

- What story details helped you to describe Roberto as caring?
- How could you tell from the story that Roberto loved his parents?

FOLLOW-UP: . Distribute Communication Arts Worksheet 6, and follow the directions in the box at the top of the page.

. After students complete the worksheet, give them feedback and assess their mastery of the skill.

TEST: . Distribute and administer Communication Arts Test 6. Follow the testing procedures outlined in the section of this guide called "How to Use This Book."

Teacher:

. Have students read and explain the directions.
. Have students read and explain the tip.
. Have students read number 1 and select the answer.
. Probe:
  - Why did you choose that answer?
  - What story details helped you select the word that described the feeling?
. Have students complete the rest of the worksheet independently.
. Review the answers, probing both correct and incorrect responses.

COMMUNICATION ARTS WORKSHEET 6

Directions: As you read each paragraph, decide how the speaker felt. Then choose the word that best describes that feeling. Circle the letter of your choice.

1. "Where are you going?" cried Robbie when he saw his friends leaving. He trembled at the thought of being left alone in the old large house.

   Robbie was _____.

   a. afraid
   b. angry
   c. happy

2. Rory smiled and said, "Oh thanks, Officer. Thanks so much for finding my wallet. Every cent I have is in it."

   What word best describes how Rory felt?

   a. excited
   b. grateful
   c. ashamed

3. "I'm fed up with school," said Joe. "The work is hard, the hours are long and my teacher is strict."

   Joe felt _____.

   a. disgusted
   b. surprised
   c. sad

4. "Look at him! Look at that horse run!" gasped Lucinda. "I would never have guessed that an old farm horse could outrun those race horses."

   Lucinda was _____.

   a. angry
   b. happy
   c. surprised

5. Betty gritted her teeth and growled her words to the dogcatcher, "Don't lock up my dog just because he chased you."

   Betty felt _____.

   a. tired
   b. happy
   c. angry

6. "I feel terrible about what I said to Jay," said Sharon, looking guilty. "I shouldn't have made fun of him in front of his girlfriend."

   Sharon felt _____.

   a. ashamed
   b. afraid
   c. surprised

TIP: Use what the person does and says as clues to the character's feeling.

Exercise adapted from William K. Durr, et al., *Gateways* (Level K), Resource Booklet (Boston: Houghton Mifflin, 1981), p. 20.

NAME _____ CLASS _____

COMMUNICATION ARTS TEST 6

Directions: As you read each paragraph below, decide how the speaker felt. Then choose the word that best describes that feeling. Circle the letter of your choice.

It was late. I had to be home soon, since my mother was waiting for me. I started to run down the rainy, dark street. Behind me the person in the shadows followed, getting closer and closer with every step. My hands and face were wet. I tried to call for help, but no sound came out.

1. How do you think this person felt?

   a. unhappy
   b. scared
   c. fun-filled
   d. delighted

2. What word best describes how the mother probably felt?
   a. discouraged
   b. happy
   c. upset
   d. foolish

On December 1, 1955 in Montgomery, Alabama, Rosa Parks took a seat at the front of a bus. She had worked all day, and it was late. Her feet hurt. She really needed to sit down.

A white man got on the bus. Mrs. Parks knew he would want the seat. Blacks had to give up their seats if the bus was crowded. He waited for her to get up. Mrs. Parks said, "Is it right that I have to give you my seat, when I have worked all day?" She did not move. The bus driver screamed at her and told her to move. She would not move. The man stopped the bus, and the bus driver called the police. The police asked her to move. She would not move. Rosa Parks was arrested.

3. How did Rosa Parks feel when she got on the bus?

   a. determined
   b. tired
   c. hungry
   d. happy

4. What word best describes how the bus driver felt?

   a. happy
   b. disappointed
   c. angry
   d. tired

"Rosa Parks" passage adapted from Ann Elwood, *Our American Minorities* (New York: Globe Books, 1978), pp. 96-97.

Skill 7: Interpreting figurative language in prose and poetry

PERFORMANCE OBJECTIVE: Students will be able to:

answer questions about figurative language in a test passage

EXPLANATION: to answer questions about figurative language, students must:

(1) recognize figurative expressions in prose and poetry
(2) interpret figurative expressions
(3) understand that figurative language conveys ideas that go beyond the literal meaning

DEVELOPMENT:

ACTIVITY 1

. Write the following on chart paper:

The storm had continued all day Friday. Tim and his sister Jane had to walk home because the school bus had broken down. All of a sudden, lightning lit the sky. Just before they reached their apartment, Tim said, "It's raining cats and dogs!"

. Say:

- Read the story as I read it to you, and try to picture Tim and Jane as they walked home from school.

. Ask:

- Was it really raining cats and dogs? (no)
- What did Tim mean when he said it was raining cats and dogs? (it was raining very hard)
- Close your eyes. What picture do you see when I say "it was raining cats and dogs"? (Elicit several responses.)

. Say:

- Since it cannot really rain cats and dogs, Tim was using the expression "raining cats and dogs" to make his meaning clearer by painting a "word picture." These word pictures are called figurative language.

. Write the following on chart paper for display in the classroom:

Using figurative language is painting word pictures in someone's mind.

. Write the following story on chart paper, and have students read it:

Jane Ellen was as busy as a bee on Saturday morning. She had to clean her room (it was a mess), walk the dog, wash the dishes, and help her mother make lasagna for tomorrow's dinner.

. Ask:

- Can you find an example of figurative language in the story? (yes, busy as a bee) (Underline the phrase on the chart.)
- Can you picture Jane Ellen on Saturday morning? How did she look? What was she doing?
- What do the words "busy as a bee" mean to you? Why? (working quickly, very busy)
- Was Jane Ellen a real bumble bee? (no)

. (Optional) Reinforce this skill with additional examples of familiar figurative expressions.

. Have students illustrate the stories. Students may want to illustrate other examples of figurative language, such as, "as thin as a rail," "as snug as a bug in a rug," and "floating on air."

ACTIVITY 2

. Say:

- Sometimes a test includes word pictures, or figurative language, that you have to recognize and understand.

. Write the following on chart paper, or duplicate and distribute it (see Appendix B):

Edwin's Surprise

Edwin wanted a video game. He tried every trick in the book to get his parents to buy one for him. He pleaded and begged, and he even told his mother he would keep his room clean! The day of Edwin's birthday finally arrived. Sunshine peeked through the blinds in his bedroom. There, at the foot of his bed, Edwin saw something that made his eyes pop out. Edwin's heart pounded like a hammer as he tore the red wrapping paper from a large box. "A video game," shouted Edwin. He was floating on air!

. Say:

- Read the story about Edwin as I read it to you. Follow along and use the words to draw a picture in your mind.

. Ask:

- What is the story about?
- How does Edwin feel?
- What are the examples of word pictures, or figurative language, used in the story? (Underline them on the chart.)
- What does the figurative language mean?

. Elicit the examples and their meanings, and write them on chart paper:

Figurative Language Chart

Example	Meaning
tried every trick in the book	tried to get his own way
sunshine peeked through	rays of sun came in
his eyes popped out	he was startled, surprised
his heart pounded like a hammer	he was excited
he was floating on air	he was happy, joyful

. Say:

As a result of completing this chart, what have we learned about word pictures, or figurative language?

. Ask students to use each example in an original sentence. For example: When I saw the rocket lift off, my heart pounded like a hammer.

ACTIVITY 3 . Say:

- Sometimes a test includes a poem that contains figurative language that you have to understand.

. Write the following poem on chart paper, or duplicate and distribute it (see Appendix B):

A Summer Morning

I saw dawn creep across the sky,
And all the gulls go flying by.
I saw the sea put on its dress
Of blue midsummer loveliness,
and heard the trees begin to stir
Green arms of pine and juniper
I heard the wind call out and say:
"Get up my dear, it is today!"

. Say:

- As I read the poem to you, note when the poet uses figurative language. (Before reading the poem, tell students that "juniper" means a kind of tree, or elicit the meaning from the class.)

. Read the poem to the class twice.

. Ask:

- What examples of figurative language are used in the poem?
- What does the author mean when she uses each phrase?

. Elicit the examples and their meanings, and add them to the figurative language chart (see activity 2):

Figurative Language Chart

Example	Meaning
dawn crept across the sky	early morning came
sea put on its dress of blue midsummer loveliness	looked beautiful
trees begin to stir	branches and leaves were blowing and moving
green arms of pine and juniper	limbs of trees
wind calls out	wind is blowing

. Ask:

- What is this poem about?
- How does the figurative language help us understand what the poet is saying?

FOLLOW-UP:

. Distribute Communication Arts Worksheet 7, and follow the directions at the top of the page.

. After students complete the worksheet, give them feedback and assess their mastery of the skill.

TEST:

. Distribute and administer Communication Arts Test 7. Follow the testing procedure outlined in the section of this guide called "How to Use this Book."

"A Summer Morning" by Rachel Field from May Hill Arbuthnot (Ed.), *The Arbuthnot Anthology of Children's Literature*, Revised edition (New York: Lothrop, Lee and Shepard, 1961), p. 167.

Teacher:

. Have students read and explain the directions.
. Have students read and explain the tip.
. Have students read number 1 and select the answer.
. Probe: How did you figure out the meaning of the word picture, or figurative language?
. Have students complete the rest of the worksheet independently.
. Review their answers, probing both correct and incorrect responses.

COMMUNICATION ARTS WORKSHEET 7

PART I

Directions: Read each sentence and fill in the circle next to the best meaning for the underlined words.

1. Jean said that she slept like a log last night. Jean slept:

   ○ a. soundly
   ○ b. lightly
   ○ c. sweetly
   ○ d. softly

2. Father was in the dog house because he forgot Mother's birthday. Father was:

   ○ a. outdoors
   ○ b. barking
   ○ c. fixing the dog's house
   ○ d. in trouble

3. The house was as neat as a pin. The house was very:

   ○ a. dirty
   ○ b. clean
   ○ c. small
   ○ d. scratched up

4. The baby purred like a kitten. The baby:

   ○ a. was a kitten
   ○ b. was happy
   ○ c. growled
   ○ d. talked

5. Brian was in a fog on the day of the test. Brian was:

   ○ a. in a hurry
   ○ b. catching frogs
   ○ c. confused
   ○ d. smart

PART II

Directions: Read the poem. Fill in the circle next to the best answer for each question.

It is a night of milky clouds;
Moon-blue cloud.
It is a night of wind and street-lights.
Everything is asleep.
Darkness: a grave of clouds,
Rain, hail, a wet cat meowing,
Me, a moth, and night.

6. In this poem, the words "a grave of clouds" mean:

- ⬭ a. sleep
- ⬭ b. rain
- ⬭ c. darkness
- ⬭ d. hail

7. What do the words "a night of milky clouds" tell you?

- ⬭ a. the night was cloudy
- ⬭ b. the moon was blue
- ⬭ c. milk is cloudy
- ⬭ d. the night was clear

TIP: Think of the meaning of the figurative language. What is the word picture it paints for you?

Poem by Shirley Gash from Rich Lewis and Helen Butterfield, *The Wind and the Rain: Children's Poems* (New York: Simon and Schuster, 1978), p 25.

NAME _____ CLASS _____

COMMUNICATION ARTS TEST 7

Directions: Read each sentence. Fill in the circle next to the best meaning for the underlined words.

1. It was raining cats and dogs.

   a. ○ a lot of rainfall
   b. ○ animals were coming down from the clouds

2. Ron was as busy as a bee helping Dad rake the leaves.

   a. ○ making buzzing sounds
   b. ○ working hard

3. Tom didn't want to get up this morning. He was snug as a bug in a rug.

   a. ○ a bug was in the rug
   b. ○ feeling comfortable

4. The children bought Mother a birthday surprise. "Don't let the cat out of the bag," said Dad.

   a. ○ let the cat free
   b. ○ tell a secret

5. The lost dog was as thin as a rail.

   a. ○ a train
   b. ○ skinny

6. My cat's eyes are as bright as stars.

   a. ○ shining
   b. ○ come out at night

7. Neal was as warm as toast in his new jacket.

   a. ○ food to eat
   b. ○ not cold

8. A horse's nose feels like velvet.

   a. ○ smooth and soft
   b. ○ cold and hard

9. John told his friend Mark that he was <u>like a bull in a china shop</u>.

   a. ⬭ graceful
   b. ⬭ clumsy

10. The puppy was <u>in hot water</u> with Mother.

   a. ⬭ in the tub
   b. ⬭ in trouble

Review II: Analyzing and answering test questions: Skills 4-7

Stop and assess students' understanding of test questions and kinds of answers. If necessary, return to previously taught skills, and reteach them using additional instructional materials.

PERFORMANCE OBJECTIVE:

Students will be able to:

analyze and answer four types of test questions: real and unreal, sequence, character's mood, figurative language

EXPLANATION:

to analyze and answer test questions, students must:

(1) recognize and differentiate among various types of test questions
(2) determine the kinds of answers that the test questions require

DEVELOPMENT:

ACTIVITY 1

. Distribute Communication Arts Review Worksheet II.

. Have students read the directions as you read them aloud. Do the first item with the class.

. Ask:

- What kind of question is this? (sequence)
- What key question words helped you decide on the kind of question? (after)
- What kind of an answer must you look for?

. Elicit similar responses for questions 2, 3 and 4. Check students' responses on their worksheets.

. Have students complete the rest of the worksheet independently. Tell them to use what they have learned about real and unreal, sequence, character's mood, and figurative language questions to help them complete the worksheet.

. Probe students' responses, and use the worksheet to assess students' understanding of real and unreal, sequence, character's mood, and figurative language questions, as well as key question words and kinds of answers to look for. If necessary, reteach the skills.

ACTIVITY 2

. Write the headings from the review chart below on chart paper and fill in the left column only.

. Say:

- We have learned how to identify and answer real and unreal, sequence, character's mood, and figurative language questions on a test. (Refer to the review chart.) Let's review what we have learned so far.

. Ask:

- What is the difference between real and unreal?
- What key question words signal real and unreal? (really happen)
- What kinds of answers should you look for? (what could really happen and what could not really happen)

. Record student's answers on the review chart. Repeat the same process for sequence, character's mood, and figurative language questions:

Review Chart

Type of Question	Key Question Words	Kind of Answers to Look for
real and unreal	really happen	what could really happen and what could not really happen
sequence	beginning, middle end, first, second, last, before, after, following, what happens	time, dates, steps
character's mood	feel, word that best describes feeling words	story details, characters feelings, a feeling word such as excited
figurative language	like, as if	idioms, similies and metaphors, figures of speech, use of quotation marks

. (Optional) Have students write original examples for each of the four types of test questions. Write some of their examples on chart paper. Have students underline the key question words.

COMMUNICATION ARTS REVIEW WORKSHEET II

Directions: Read each test question. Use your test-taking skills to decide what type of question it is. Complete the review chart below.

Test Questions

1. In this passage, what holiday is mentioned after Thanksgiving?
2. Which sentence could really happen?
3. Which word best describes how Jessica felt at the birthday party?
4. "As easy as apple pie" means _____
5. How did the townspeople feel when the fire started?
6. Based on the poem, "like ice" means _____
7. What did Clara do before she went to school?
8. Which word tells how John felt in the story?
9. Could this story really happen?
10. After Barry felt sick, he _____

Type of Question	Key Question Words	Kinds of Answers to look for
1. sequence	after	holiday mentioned after Thanksgiving
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

COMMUNICATION ARTS REVIEW TEST II

Practice Test: Skills 4-7

Part 1

Teacher:

This test is divided into three parts. Allow 15 minutes for part 1, 5 minutes for part 2, and 5 minutes for part 3.

. Distribute Communication Arts Review Test II, "Practice Test: Skills 4-7 (Part 1)."

. (Optional) Distribute the answer sheet that follows the practice test.

. Give the directions for part 1 orally. Be sure students understand what to do.

. Say:

- This test will show how well you read and understand stories and answer test questions. Look at sample A in the box. Read the story. Then read the question below the story. Find the best answer to the question. Fill in the space that has the same letter as the answer you chose. Then STOP.

. Ask:

- What answer did you choose?
- What kind of question is this? (sequence)
- Did any key words help you find the answer? (after)
- How did they help?

. Say:

- You should have filled in space c, next to "taken to the city."
- Complete the rest of the questions on the test. If you are not sure of an answer, use the test-taking skills you have learned. When you see the words GO ON, go right to the next page. When you come to the word STOP, you have finished the test.
- You will have 15 minutes to complete the items on the test.

- Write the time on the board and remind students to use the tips they have learned for using time well on a test. (See Mechanics Skill 3.)
- Review the test with students. Use the answer matrix in the appendix to help you assess students' mastery of the three types of test questions.
- If necessary, reteach skills students have had difficulty mastering.

NAME _____ CLASS _____

COMMUNICATION ARTS REVIEW TEST II

Practice Test: Skills 4-7

Part 1

SAMPLE A

Early in December Mr. Dark marks some of his pine trees with red tags. The trees with the red tags are cut down and loaded onto big trucks. Then the trucks take the trees to Christmas Land in the city. At Christmas Land, the trees are set up in front of each store.

After the trees are loaded onto big trucks, they will be:

- ⬭ a. given away
- ⬭ b. cut down
- ⬭ c. taken to the city
- ⬭ d. tagged

STOP

Black Moon stepped out of his wigwam with a tingle of excitement. He stood there in his moccasins and leather trousers. Today he would begin working on his own canoe.

First, he would find a birch tree. Then he would use his stone knife to cut great sheets of bark from the birch. Next, he would chop down a giant cedar tree for the frame of his boat. Finally, he would make the canoe.

1. This story is all about:

   ◯ a. building a canoe
   ◯ b. making birch bark
   ◯ c. Indian customs
   ◯ d. cedar trees

2. How did Black Moon feel when he stepped out of his wigwam?

   ◯ a. sad about his work
   ◯ b. disappointed in his stone knife
   ◯ c. angry about his lack of help
   ◯ d. eager to start work

3. Black Moon was making:

   ◯ a. a canoe
   ◯ b. moccasins
   ◯ c. stone knives
   ◯ d. a wigwam

4. What did Black Moon do last in the story?

   ◯ a. Black Moon stepped out of the wigwam.
   ◯ b. He chopped down a cedar tree.
   ◯ c. He made the canoe.
   ◯ d. He found a birch tree.

GO ON

Fast as foxes,
buzzy as bees,
down the slope
on our silver-tipped skis --

Early in the morning
Roseanna and I
far from our house
on the hilltop fly.

A snowbird's yawning,
the sky's all pink,
somewhere in the valley
the lights still blink.

No one's awake
but us, and a bird.
The day's too beautiful
to speak a word.

5. What is the best title for this poem?

○a. Flying
○b. Skiing
○c. Sports
○d. Blinking Lights

6. In this poem "buzzy as bees" means:

○a. clever
○b. slow
○c. quiet
○d. excited

7. When does this poem take place?

○a. noon
○b. afternoon
○c. evening
○d. morning

GO ON

Steveland Morris was born blind. Being blind never stopped Stevie from doing what ever he wanted to do. Because he enjoyed life, he never let his blindness get him down.

Young Stevie grew up in a Detroit slum. He could climb a tree as fast as anyone. He loved to roller skate, swim, and even bowl. But more than anything else, he loved to make music.

By age 10, Stevie could play the piano, drums and harmonica. At 12, he had his first big hit, "Fingertips," and a brand new name--Little Stevie Wonder!

Wherever he went, people loved Stevie's music. Today, Stevie is as popular as ever. People of all ages buy his albums.

8. What phrase best describes Stevie Wonder?

   ⬭a. interested in his music
   ⬭b. afraid of being blind
   ⬭c. not happy with life
   ⬭d. not good in sports

9. When he was young what did Stevie love to do best?

   ⬭a. swim
   ⬭b. roller skate
   ⬭c. make music
   ⬭d. climb trees

10. Which sentence best tells what this story is all about?

   ⬭a. Stevie could play the piano, drums, and harmonica.
   ⬭b. Being blind never stopped Stevie from doing whatever he wanted.
   ⬭c. Today, Stevie is as popular as ever.
   ⬭d. Young Stevie grew up in a Detroit slum.

STOP

COMMUNICATION ARTS REVIEW TEST II

Practice Test: Skills 4-7

Part 2

Teacher:

Allow 5 minutes for students to complete this part of the test.

. Distribute Communication Arts Review Test II, "Practice Test Skills 4-7 (Part 2)."

. (Optional) Distribute the answer sheet that follows the practice test.

. Give the directions for part 2 orally. Be sure students understand what to do.

. Say:

- Look at sample B in the box. Read the sentence with the underlined phrase. Then read the four words below. Find the word that means the same as the underlined part. Fill in the space that has the same letter as the answer you chose. Then STOP.

. Ask:

- Which of the four words means the same as "like cooked spaghetti." (Elicit responses and discuss them.)
- Why did you choose that answer?

. Say:

- You should have filled in space d next to "limp," because it means "like cooked spaghetti."
- Complete the rest of the questions on the test. If you are not sure of an answer, use the test-taking skills you have learned. When you come to the word STOP, you have finished the test.
- You will have 5 minutes to complete the items on the test.

. Write the time on the board and remind students to use the tips they have learned for using time well on a test. (See Mechanics Skill 3.)

- Review the test with students. Use the answer matrix in the appendix to help you assess students' mastery of the three types of test questions. Items that are starred will be taught in the next section of the handbook.

- If necessary, reteach skills students have had difficulty answering correctly.

NAME _____ CLASS _____

COMMUNICATION ARTS REVIEW TEST II

Practice Test: Skills 4-7

Part 2

SAMPLE B

After the race, his legs felt like cooked spaghetti.

- ⬭ a. brittle
- ⬭ b. thin
- ⬭ c. tasty
- ⬭ d. limp

STOP

11. His words came out <u>like a stream</u>.

- ⬭ a. slowly
- ⬭ b. softly
- ⬭ c. flowingly
- ⬭ d. deeply

12. The dancers went across the room <u>like tops</u>.

- ⬭ a. rolling
- ⬭ b. spinning
- ⬭ c. on tiptoe
- ⬭ d. together

13. That old bread is <u>like a rock</u>.

- ⬭ a. hard
- ⬭ b. rough
- ⬭ c. gray
- ⬭ d. heavy

14. The snow fell <u>as if it were feathers from the sky</u>.

- ⬭ a. softly
- ⬭ b. quickly
- ⬭ c. loudly
- ⬭ d. heavily

<u>STOP</u>

COMMUNICATION ARTS REVIEW TEST II

Practice Test: Skills 4-7

Part 3

Teacher:

Allow 5 minutes for students to complete this part of the test.

. Distribute Communication Arts Review Test II, "Practice Test Skills 4-7 (Part 3)."

. (Optional) Distribute the answer sheet that follows the practice test.

. Give the directions for part 3 orally. Be sure students understand what to do.

. Say:

- Look at sample C in the box. Read the three sentences. Find the one sentence that could really happen. Fill in the space that has the same letter as the answer you chose. Then STOP.

. Ask:

- Which sentence could really happen? (Elicit responses and discuss them.)
- Why did you choose that answer?

. Say:

- You should have filled in the space next to "a bird flew in the window." Complete the rest of the questions on the test. If you are not sure of an answer, use the test-taking skills you have learned. When you come to the word STOP, you have finished the test.
- You will have 5 minutes to complete the items on the test.

. Write the time on the board and remind students to use the tips they have learned for using time well on a test. (See Mechanics Skill 3.)

- Review the test with students. Use the answer matrix in the appendix to help you assess students' mastery of the three types of test questions. Items that are starred will be taught in the next section of the handbook.

- If necessary, reteach skills students have had difficulty answering correctly.

NAME _____ CLASS _____

COMMUNICATION ARTS REVIEW TEST II

Practice Test: Skills 4-7

Part 3

SAMPLE C

○ a. I flew in the car to school.
○ b. The dog was flying around the block.
○ c. A bird flew in the window.

STOP

15. ⬭a. The plant ran away from the garden.
⬭b. Rain is falling very hard.
⬭c. The book hit me when I opened it.

16. ⬭a. We were singing softly.
⬭b. Each snowflake fell to the ground with a loud bang.
⬭c. When I sat on the chair, it pushed me off.

17. ⬭a. Two ice cream cones were talking about summertime.
⬭b. The movie made me laugh.
⬭c. The cats made a big snowman.

18. ⬭a. The bathtub flew away.
⬭b. The family went on a trip.
⬭c. The boy moved the sky.

19. ⬭a. The table was afraid.
⬭b. The dog baked a cake.
⬭c. The cow ate grass.

20. ⬭a. The rain caught the tree.
⬭b. The fish cried all night.
⬭c. The door slammed shut.

21. ⬭a. The dress hung in the closet.
⬭b. The bus smiled at the girl.
⬭c. The sun was very angry.

STOP

"Black Moon" passage adapted from Margaret Early, et al., Level 11, Bookmark Reading Program, Eagle Edition (New York: Harcourt Brace Jovanovich, 1983), pp. 424-425. "Skiing" from Rose Burgunder, *From Summer to Summer* (New York: Viking Penguin, 1965). "Stevie Wonder" passage adapted from Sidney J. Rauch and Zacharie J. Clements, *World of Vocabulary*, Book 4 (New York: Globe Book, 1977), p. 57. Sample B and items 12-17 from *Strategies in Reading Achievement*, Level 3 (New York: Community School District 6). Items 18-21 from *Thinking and Test-taking Techniques*, Intermediate level (New York: Community School District 12, 1983), p. 123.

COMMUNICATION ARTS REVIEW TEST II

Answer Sheet

LAST NAME											FIRST NAME						MI

PART 1

SAMPLE A

A ⓐ ⓑ ⓒ ⓓ

1 ⓐ ⓑ ⓒ ⓓ
2 ⓐ ⓑ ⓒ ⓓ
3 ⓐ ⓑ ⓒ ⓓ
4 ⓐ ⓑ ⓒ ⓓ
5 ⓐ ⓑ ⓒ ⓓ
6 ⓐ ⓑ ⓒ ⓓ
7 ⓐ ⓑ ⓒ ⓓ
8 ⓐ ⓑ ⓒ ⓓ
9 ⓐ ⓑ ⓒ ⓓ
10 ⓐ ⓑ ⓒ ⓓ

PART 2

SAMPLE B

B ⓐ ⓑ ⓒ ⓓ

11 ⓐ ⓑ ⓒ ⓓ
12 ⓐ ⓑ ⓒ ⓓ
13 ⓐ ⓑ ⓒ ⓓ
14 ⓐ ⓑ ⓒ ⓓ

PART 3

SAMPLE C

C ⓐ ⓑ ⓒ

15 ⓐ ⓑ ⓒ
16 ⓐ ⓑ ⓒ
17 ⓐ ⓑ ⓒ
18 ⓐ ⓑ ⓒ
19 ⓐ ⓑ ⓒ
20 ⓐ ⓑ ⓒ
21 ⓐ ⓑ ⓒ

Skill 8: Analyzing vocabulary test questions

INTRODUCTION:

The acquisition of rich and extensive speaking, reading, and writing vocabularies enables students to be better readers and contributes to success on any type of reading test. Providing a language experience approach to reading in the classroom is an essential component of every reading program and helps prepare students for answering synonym, antonym, and multimeaning word questions on tests.

Use a variety of approaches to enhance students' acquisition of new vocabulary:

- Develop a readiness for vocabulary by involving students in motivational activities that encourage the acquisition and utilization of new vocabulary.
- Introduce new vocabulary and concepts in meaningful contexts--never in isolation.
- Teach, apply, and reinforce new words and concepts every day, in all subject areas.
- Provide students with many opportunities to use new vocabulary in activities such as writing, vocabulary games, cloze passages, practice test items, and content-area activities.
- Use a language experience approach to teach vocabulary, including experience charts, word lists (charts and mobiles of synonyms and antonyns), and student-made dictionaries and books.
- Capitalize on students' experiences as a foundation for language development. For example, build lessons around class trips, holidays, birthdays, and cultural days such as UN Day and Martin Luther King Day.
- Provide a rich and stimulating classroom environment that reflects students' involvement in language development. For example, display student work such as stories, poetry, charts, journals, and newspapers in the classroom.

. Develop a class theme for vocabulary enrichment. For example, base vocabulary enrichment around a theme such as "space."

. Use content area lessons as springboards for vocabulary development and enrichment. For example, during a science lesson on weather, have students find synonyms and antonyms for weather-related words. During a communication arts lesson have students develop a list of mood words such as anxious, disappointed, elated, joyful, miserable, discouraged.

PART 1: WORDS IN PHRASES--SYNONYMS

PERFORMANCE OBJECTIVE

Students will be able to:

recognize words on a vocabulary test that have the same meaning

TEST FORMAT

Directions: Read the phrase. Look at the underlined word and think about the meaning. Then read the words below it. Find the word or phase that means the same or about the same as the underlined word.

small baby	shiny penny
⬭ a. sister	⬭ f. hard
⬭ b. tall	⬭ g. green
⬭ c. big	⬭ h. copper
⬭ d. little	⬭ j. bright

STRATEGIES

. Teach students to:

(1) read the phrase
(2) note the underlined word
(3) read the choices (distractors)
(4) select the word with the same or about the same meaning

. Acquaint students with ways test items are written that may lead them to select an incorrect answer.

- Distractors may have a beginning, middle, or ending which is the same as the stimulus word. For example:

a small village

a. valley
b. garage
c. town
d. house

- Distractors may sound like the stimulus word. For example:

  to choose

  a. pick
  b. have
  c. give
  d. lose

- Distractors may be associated with the stimulus word. For example:

  a baby cat

  a. dog
  b. kitten
  c. bat
  d. puppy

- Distractors may be related to another word in the phrase (a word not underlined). For example:

  large elephant:

  a. zoo
  b. huge
  c. gray
  d. animal

PART 2: WORDS IN PHRASES--ANTONYMS

PERFORMANCE OBJECTIVE

Students will be able to:

recognize words on a vocabulary test that have opposite meanings

TEST FORMAT

Directions: Read the phrase. Look at the underlined word and think about the meaning. Find the word that means the opposite of the underlined word.

loud music

◯ a. happy
◯ b. sad
◯ c. noisy
◯ d. soft

below the table

◯ a. under
◯ b. about
◯ c. above
◯ d old

STRATEGIES . Teach students to:

(1) read the phrase
(2) note the underlined word (stimulus word)
(3) read the choices (distractors)
(4) think of the word meaning and its opposite meaning
(5) select the word with the opposite meaning

. Acquaint students with ways items are written that may lead them to select an incorrect answer. (See also the strategies for synonyms.)

- Distractors may include a synonym. For example:

remain in school

a. building
b. leave
c. repeat
d. stay

PART 3: WORDS IN A SENTENCE--MULTIMEANING WORDS

PERFORMANCE OBJECTIVE Students will be able to:

select the sentence that correctly illustrates the meaning given in the test for a particular vocabulary word

TEST FORMAT Directions: Read the definition next to the number (or word, if given). Then read the three sentences. Find the sentence in which the underlined word means the same as the definition given.

place to go swimming

○ a. We dived into the pool and splashed around.
○ b. If we pool our money, we can buy more food.
○ c. You have to be careful of the table cover when you play pool.

STRATEGIES . Teach students to:

(1) read the definition
(2) read the sentences
(3) note the underlined word
(4) substitute the definition for the underlined word in the sentences

(5) select the correct sentence (the one that makes "sense")
(6) mark the appropriate oval on the answer sheet
(7) where appropriate, use context clues to help select the correct answer. For example:

break: to crack

a. Don't break the law.
b. They took a coffee break.
c. Mother told us to wash the dishes, not to break them. (distractor includes a contrast context clue)

. Teach students to use their knowledge of parts of speech to help them eliminate wrong answers. For example:

slip: a mistake

a. You can slip on the ice.
b. She wore a slip under her dress.
c. His slip gave away the answer.

Distractor a can be eliminated because "slip" is used as a verb.

train: to teach

a. The train was on schedule.
b. The bride's train was made of lace.
c. The man will train the dog.

Distractors a and b can be eliminated because they both use "train" as a noun.

PART 4: WORDS IN A PASSAGE--SYNONYMS

PERFORMANCE OBJECTIVE

Students will be able to:

select the best meaning for a vocabulary word embedded in a test passage

TEST FORMAT

Directions: Read the story and answer the question that follows.

Lucy and Washoe were extraordinary students. They were special. They learned to use the same sign language that deaf people use to "talk." They used their hands to communicate with their teachers. What is so special about this story? Lucy and Washoe were not humans. They were chimps.

In this story the word extraordinary means:

- ⬭ a. chimps
- ⬭ b. deaf
- ⬭ c. special
- ⬭ d. human

STRATEGIES

- Instruct students to use their knowledge of context clues to help them understand the meanings of unfamiliar words in a test passage. For example, to find the meaning of "extraordinary," students can use the sentence that follows, which gives a direct explanation for the word (they were special).

- Review with students the five types of context clues and give them practice in using context to get the meaning of unfamiliar words. This skill will help students with vocabulary items and enhance their ability to understand the passage.

  Types of context clues

  direct explanation
  words in a list
  comparison or contrast
  summary
  experience

"Lucy and Washoe" passage adapted from George Spache and Evelyn Spache, *Project Reading Achievement*, Level A (New York: Scholastic Book Services, 1982), p. 120.

COMMUNICATION ARTS TEST 8

Vocabulary Practice Test

Part 1--Synonyms

Teacher:

This test is divided into three parts. Allow 7 minutes each for part 1, "Synonyms" and part 2, "Antonyms" and 4 minutes for part 3, "Multimeaning words."

. Distribute Communication Arts Test 8, "Vocabulary Practice Test (Part 1): Synonyms."

. (Optional) Distribute the answer sheet that follows the practice test.

. Read the directions to students as they read along silently. Be sure students understand what to do.

. Say:

- Find sample A in the box. Complete sample A.

. Ask:

- What word is underlined? (wish)
- What word means the same as "wish"?

. Say:

- The correct answer is b, hope.

. Probe both correct and incorrect answers.

. Say:

- Complete items 1-10. Use what you know about answering vocabulary test questions to help you. Whenever you see GO ON, go on to the next page. When you see STOP, you have finished this part of the test.

- Allow 7 minutes for students to complete Part 1. Write the time on the board, and remind students to use the tips they have learned for using time effectively on a test. (See Mechanics Skills 3.)

- Review the test with students. Use the answer key in the appendix to help you in an item analysis. Take note of individual and group problem areas. If necessary, reteach key vocabulary concepts and give daily review and practice in synonyms.

NAME_____ CLASS_____

COMMUNICATION ARTS TEST 8

Vocabulary Practice Test

Part 1--Synonyms

Directions: Read the phrase with the underlined word. Then read the four words that follow. Find the word that has the same meaning as the underlined word. Mark the oval on your answer sheet for the answer you choose.

SAMPLE A

wish for

- ⬭ a. clean
- ⬭ b. hope
- ⬭ c. pull
- ⬭ d. make

STOP

1. repair the car

- ⬭ a. auto
- ⬭ b. drive
- ⬭ c. fix
- ⬭ d. enjoy

2. a toy ship

- ⬭ a. boat
- ⬭ b. car
- ⬭ c. trip
- ⬭ d. bus

3. discover gold

- ⬭ a. find
- ⬭ b. dislike
- ⬭ c. make
- ⬭ d. fake

4. act foolish

- ⬭ a. smart
- ⬭ b. weak
- ⬭ c. selfish
- ⬭ d. silly

GO ON

5. country <u>inn</u>

- ⬭ a. hotel
- ⬭ b. park
- ⬭ c. meadow
- ⬭ d. music

6. <u>rear</u> door

- ⬭ a. front
- ⬭ b. back
- ⬭ c. side
- ⬭ d. open

7. the child <u>replied</u>

- ⬭ a. ran
- ⬭ b. looked
- ⬭ c. jumped
- ⬭ d. answered

8. a tall <u>building</u>

- ⬭ a. man
- ⬭ b. train
- ⬭ c. skyscraper
- ⬭ d. mailbox

9. <u>loud</u> bang

- ⬭ a. noisy
- ⬭ b. far
- ⬭ c. large
- ⬭ d. use

10. <u>rapid</u> stream

- ⬭ a. knock
- ⬭ b. slow
- ⬭ c. long
- ⬭ d. fast

<u>STOP</u>

COMMUNICATION ARTS TEST 8

Vocabulary Practice Test

Part 2--Antonyms

Teacher:

. Distribute Communication Arts Test 8, "Vocabulary Practice Test (Part 2): Antonyms."

. (Optional) Distribute the answer sheet that follows the practice test.

. Read the directions to students as they read along silently. Be sure students understand what to do.

. Say:

- Find sample B in the box. Complete sample B.

. Ask:

- What word is underlined? (empty)
- What is the opposite of the underlined word?

. Say:

- The correct answer is d, full. The opposite of "empty" is "full."

. Probe both correct and incorrect answers.

. Say:

- Complete items 11-20. Use what you know about answering vocabulary test questions to help you. Whenever you see GO ON, go on to the next page. When you see STOP, you have finished this part of the test.

. Allow 7 minutes for students to complete Part 2. Write the time on the board, and remind students to use the tips they have learned for using time effectively on a test. (See Mechanics Skills 3.)

. Review the test with students. Use the answer key in the appendix to help you in an item analysis. Take note of individual and group problem areas. If necessary, reteach key vocabulary concepts and give daily review and practice in antonyms.

NAME_____ CLASS_____

COMMUNICATION ARTS TEST 8

Vocabulary Practice Test

Part 2--Antonyms

Directions: Read the phrase with the underlined word. Then read the four words that follow. find the word that means the opposite of the underlined word. Mark the oval on your answer sheet for the answer you choose .

SAMPLE B

empty cup

- ⬭ a. dry
- ⬭ b. clean
- ⬭ c. dirty
- ⬭ d. full

STOP

11. exit here

- ⬭ a. stop
- ⬭ b. enter
- ⬭ c. leave
- ⬭ d. go

12. feeling sick

- ⬭ a. healthy
- ⬭ b. quiet
- ⬭ c. happy
- ⬭ d. cheerful

13. even the game

- ⬭ a. score
- ⬭ b. lose
- ⬭ c. leave
- ⬭ d. run

14. soft pillow

- ⬭ a. sweet
- ⬭ b. hard
- ⬭ c. feather
- ⬭ d. smooth

GO ON

15. clean room

- a. kitchen
- b. heat
- c. dirty
- d. closed

16. country mouse

- a. city
- b. farm
- c. building
- d. field

17. valley view

- a. wide
- b. meadow
- c. pleasant
- d. mountain

18. a patriotic hero

- a. painter
- b. helper
- c. coward
- d. country

19. correct answer

- a. right
- b. wrong
- c. first
- d. another

20. dark color

- a. blue
- b. light
- c. red
- d. night

STOP

COMMUNICATION ARTS TEST 8

Vocabulary Practice Test

Part 3--Multimeaning Words

Teacher:

. Distribute Communication Arts Test 8, "Vocabulary Practice Test (Part 3): Multimeaning Words.

. (Optional) Distribute the answer sheet that follows the practice test.

. Read the directions to students as they read along silently. Be sure students understand what to do.

. Say:

- Find sample C in the box. Complete sample C.

. Ask:

- What is the definition in sample C? (place to go swimming)
- Which sentence uses the word "pool" as a place to go swimming?

. Say:

- The correct answer is a, "We dived into the pool and splashed around."

. Probe both correct and incorrect responses

. Say:

- Complete items 21 to 25. Use what you know about vocabulary test question to help you. When you see STOP, you have completed this test.

. Allow 4 minutes for students to complete Part 3. Write the time on the board, and remind students to use the tips they have learned for using time effectively on a test. (See Mechanics Skills 3.)

. Review the test with students. Use the answer key in the appendix to help you in an item analysis. Take note of individual and group problem areas. If necessary, reteach key vocabulary concepts and give daily review and practice in multimeaning words.

NAME_____ CLASS_____

COMMUNICATION ARTS TEST 8

Vocabulary Practice Test

Part 3--Multimeaning Words

Directions: Read the definition next to the number. Then read the three sentences. Find the sentence in which the underlined word means the same as the definition. Mark the oval on your answer sheet for the answer you choose.

SAMPLE C

place to go swimming

- ⬭ a. We dived into the pool and splashed around.
- ⬭ b. Be careful of the table cover when you play pool.
- ⬭ c. If we pool our money, we can buy more candy.

STOP

21. a city street

- ⬭ a. The Mayor set a special block on the corner of the new building.
- ⬭ b. In football, the players try to block the man with the ball.
- ⬭ c. Around my block, we play stoop ball.

22. a building where things are made

- ⬭ a. We will plant this bulb and see what comes up.
- ⬭ b. My mother works in a plant where they make clothes.
- ⬭ c. When my friend was sick, we sent her a plant.

GO ON

23. a thin piece of wood

○ a. Use this board for your bookshelf.
○ b. The Board of Education meets in Brooklyn.
○ c. When you go away to college, you pay for room and board--a place to sleep and your food.

24. to see or find

○ a. I spilled the cocoa and got a spot on my dress.
○ b. The dancers each had a spot to stand on.
○ c. Did you spot that dime I dropped?

25. to teach

○ a. The train is late.
○ b. The bride's train is long.
○ c. The man will train the dog.

STOP

Sample C and items 21-24 from *Strategies for Achievement in Reading*, Level 3, (New York: Community School District 6).

COMMUNICATION ARTS TEST 8

Answer Sheet

LAST NAME											FIRST NAME						MI

PART 1

SAMPLE A

A ⓐ ⓑ ⓒ ⓓ

1 ⓐ ⓑ ⓒ ⓓ
2 ⓐ ⓑ ⓒ ⓓ
3 ⓐ ⓑ ⓒ ⓓ
4 ⓐ ⓑ ⓒ ⓓ
5 ⓐ ⓑ ⓒ ⓓ
6 ⓐ ⓑ ⓒ ⓓ
7 ⓐ ⓑ ⓒ ⓓ
8 ⓐ ⓑ ⓒ ⓓ
9 ⓐ ⓑ ⓒ ⓓ
10 ⓐ ⓑ ⓒ ⓓ

PART 2

SAMPLE B

B ⓐ ⓑ ⓒ ⓓ

11 ⓐ ⓑ ⓒ ⓓ
12 ⓐ ⓑ ⓒ ⓓ
13 ⓐ ⓑ ⓒ ⓓ
14 ⓐ ⓑ ⓒ ⓓ
15 ⓐ ⓑ ⓒ ⓓ
16 ⓐ ⓑ ⓒ ⓓ
17 ⓐ ⓑ ⓒ ⓓ
18 ⓐ ⓑ ⓒ ⓓ
19 ⓐ ⓑ ⓒ ⓓ
20 ⓐ ⓑ ⓒ ⓓ

PART 3

SAMPLE C

C ⓐ ⓑ ⓒ

21 ⓐ ⓑ ⓒ
22 ⓐ ⓑ ⓒ
23 ⓐ ⓑ ⓒ
24 ⓐ ⓑ ⓒ
25 ⓐ ⓑ ⓒ

Skill 9: Taking word attack tests

INTRODUCTION: Improving reading comprehension and acquiring an extensive vocabulary depend, in part, upon a student's ability to develop and use word recognition skills. This ability is related to the student's capacity to use phonics and structural analysis in decoding both familiar and unfamiliar words.

These skills should be seen as tools that students need in order to read with comprehension and fluency--not as ends unto themselves. In standardized testing situations, however, both phonics and structural analysis are tested in a specific manner. This lesson provides information that will help prepare students for test questions on phonics and structural analysis.

PART 1: PHONIC ANALYSIS--BEGINNING SOUNDS

PERFORMANCE OBJECTIVE

Students will be able to:

recognize beginning consonant clusters and digraphs

Initial consonant clusters/blends

br, cr, dr, fr, gr, pr, tr
bl, cw, fl, gl, sl, sp, sm
st, sw, tw, str, scr, thr

Initial digraphs

th, sh, ch, wh

TEST FORMAT

Directions: (teacher says) Find the word that has the same beginning sound as the word "ship....ship."

◯ shoe
◯ small
◯ stove

STRATEGIES

- Involve students in a variety of active listening activites that focus on developing auditory discrimination skills.

. Teach students the following tips for answering test questions on beginning sounds:

(1) Look at the beginning letters of the three words.
(2) Listen to the word the teacher says.
(3) Identify the beginning sound.
(4) Match the beginning sound you heard to the correct answer.
(5) Fill in the correct circle.

. Prepare a wall chart that focuses on initial consonant blends. Underline the blends in contrasting colors. For example:

B	C(K)	D	F	G	P
blue	clown	draw	floor	glow	place
brown	cry	dwell	from	grow	proud

S	T
scare	true
scratch	twice
skate	
slow	
small	
snail	
spell	
split	
step	
straw	
spread	

. Acquaint students with ways test items are written that may lead them to select an incorrect answer.

- Distractors may have a beginning or ending consonant which is the same as the stimulus and not be the correct choice. Remember a consonant blend has 2 letters. Both must be present in the correct answer. For example:

small

size
ball
smile

PART 2: PHONIC ANALYSIS--ENDING SOUNDS

PERFORMANCE OBJECTIVE

Students will be able to:

recognize ending consonant clusters and digraphs

Final consonant clusters/blends

nd, nk, ng, rd, ld, sk, tch, ck

Final digraphs

sh, ch

TEST FORMAT

Directions: (teacher says) Find the word that has the same ending sound as the word "sing...sing."

skirt
gate
ring

STRATEGIES

. Reinforce students' ability to hear the final consonant blend in isolation. Many word endings are generally not pronounced or are slurred. For example:

the "r" in arm
the final "t" in left, cent, best

. Give students practice in attending to beginning and ending sounds in the same practice test session.

. Prepare a wall chart that focuses on final consonant blends. Underline blends in contrasting colors. For example:

curb	park
mask	hold
end	bird
elf	scarf
sing	girl
elm	twist
turn	town
help	lisp
act	lift
belt	cent
skirt	best
wild	with
sash	shelf

PART 3: PHONIC ANALYSIS--MEDIAL SOUNDS

PERFORMANCE OBJECTIVE

Students will be able to:

recognize medial short and long vowels, diphthongs, variant vowels, vowel combinations, "r" controlled vowels, and the schwa

Short and long vowels/vowel combinations

ă = sat
ŏ = top
ŭ = run, come, rough
ĕ = fed, bread, said
ĭ = rim, build
ē = heel, heal, me, seize, niece, ski, key
ū = few, beauty, tulip, group, juice
ā = they, play, pail, weigh, break, sole, radio
ō = blow, sold, road, hope, motel

Diphthongs

oi = boil, toil oy = toy
ay = bay
ou = our, out ow = how
au = taught

Variant Vowels and vowel combinations

aw as in oar, bought, crawl, hall, walk
ou and oo as in could, book
oo and ew as in fool, chew
u as in wood, could
ow as in show

"R" Controlled Vowels

ir as in bird, dirt, chirp
er as in herd, certain, germ
ur as in fur, blur, turn
ar as in park, yard, tardy

Schwa Vowel Sounds

a as in about
e as in item
i as in pencil
o as in ribbon
u as in circus

TEST FORMAT

Directions: (teacher says) Read the word with the underlined part. Now look at the other words. Find the word that has the same vowel sound as the underlined part.

g<u>a</u>ve

◯ barn
◯ base
◯ tall

STRATEGIES

. Teach students the following tips for answering questions on medial vowels:

(1) Pronounce the word (stimulus).
(2) Isolate the vowel sound that is underlined.
(3) Read and pronounce the answers.
(4) Match the vowel sound you heard to the correct answer.
(5) Fill in the correct circle.

Step through an example with students:

th<u>ie</u>f

◯ sell
◯ went
◯ mine
◯ seek

. Acquaint students with ways test items are written that may lead them to select an incorrect answer.

- Distractors may match spelling but not sound. For example:

f<u>ai</u>r

tr<u>ai</u>n
care
s<u>ai</u>d

- Distractors may use a different spelling for the same sound. For example:

r<u>oa</u>d

bl<u>ow</u>
floor
proud

- Distractors may include words that differ by only a single letter. For example:

men

me_
said
mean

PART 4: STRUCTURAL ANALYSIS--COMPOUND WORDS

PERFORMANCE OBJECTIVE

Students will be able to:

recognize and form compound words

Examples of compound words

bookshop	classroom	fireplace
airplane	skyscraper	playroom
seasick	playground	sunstroke
firewood	mailman	grandmother

TEST FORMAT

Directions: (teacher says) Read the first word. Now read the word that can be added to that word to make another word.

in well wing place door

STRATEGIES

. Give students opportunities to read and create their own lists of compound words based on words from a basal vocabulary list, newspaper, etc. For example:

- See how many compound words you can make using the list of words below:

in	place	up	scraper
for	side	hold	play
room	door	sky	work
house	man	stairs	lunch

. Acquaint students with ways test items are written that may lead them to select an incorrect answer.

- Distractors may be associated with the stimulus word. For example:

air

fly
port
wing
bird

PART 5: STRUCTURAL ANALYSIS--SYLLABLES

PERFORMANCE OBJECTIVE

Students will be able to:

recognize the number of syllables in a test item

TEST FORMAT

Directions: (teacher says) Please read the word to yourself. Think about the number of syllables (or beats) in that word. Then look at the numeral next to the word. Find the numeral that tells how many syllables are in the word.

beginning ⬭ 1 ⬭ 2 ⬭ 3 ⬭ 4

STRATEGIES

. Teach students two simple rules for determining the number of syllables.

(1) If you can easily read the cue word, tap out the number of syllables with your hand or fingers.
(2) If you cannot read the word, look for consonant/vowel breaks or chunks in the word. (Identify a prefix or suffix, pre·pare, or divide the word between two consonants, rib·bon, num·ber)

PART 6: STRUCTURAL ANALYSIS--CONTRACTIONS

PERFORMANCE OBJECTIVE

Students will be able to:

recognize the word pairs that make up contractions

Contractions

I'm he's she's it's we're you're they're
I'll he'll she'll we'll you'll they'll
I'd he'd she'd we'd you'd they'd

I've you've we've they've

aren't isn't haven't hasn't
don't doesn't didn't
wasn't weren't won't can't
wouldn't couldn't shouldn't

who's who'd who'll what's what'd what'll
where's where'd where'll how's how'd how'll

that's that'd that'll there's there'd there'll

let's

TEST FORMAT

Directions: (teacher says) Read the underlined word. Now read the word pairs below it. Find the pair that has the same meaning as the underlined word.

you'll

⬭ you have
⬭ you will
⬭ you would
⬭ you are

STRATEGIES

. Give students many opportunities to form contractions and to associate contracted forms with their word meanings.

. Acquaint students with ways test items are written that may lead them to select a wrong answer.

- Distractors may use one word which is part of the correct answer. For example:

who'd

who is
who will
who would
who did

- Distractors may have an ending similar to the stimulus word. For example:

I'm

I am
I will
I would
I seem

PART 7: STRUCTURAL ANALYSIS--BASE WORDS

Base word is another name for root word. A base word is a word from which other words are made.

PERFORMANCE OBJECTIVE

Students will be able to:

recognize base (root) words

Bases/Roots

lawful, careless, learning, beginner, playful, grasping, unending

TEST FORMAT

Directions: (teacher says) For each item, find the word that has the base word, and only the base word, underlined.

○ houses
○ cats
○ uncles
○ distance

STRATEGIES

. Acquaint students with ways test items are written that may cause them to select an incorrect answer.

- Distractors may contain a small word within a word that is underlined but is not the base word. Students must understand that the base word retains the basic meaning of the word in which it is contained. For example:

  winter

  The word "in" is underlined, but it is not the base word.

  become

  The word "be" is underlined, but it is not the base word.

- Distractors may include words in which a prefix or suffix is underlined. For example:

  laughable, retake

- Distractors may include underlined word parts that do not even make sense. For example:

  distance

  The word di/stance does not exist.

PART 8: STRUCTURAL ANALYSIS--PREFIXES

PERFORMANCE OBJECTIVE

Students will be able to:

recognize prefixes

Prefixes

con, in, un, dis, re, mis

TEST FORMAT

Directions: (teacher says) A prefix is a letter or letters added to the beginning of a word to make a new word. For each item find the word that has the prefix, and only the prefix, underlined.

○ painter
○ baskets
○ unusual
○ careful

STRATEGIES

. Acquaint students with ways test items are written that may lead them to select an incorrect answer.

- Distractors may include an additional underlined letter which is not part of the prefix. For example:

  mislay
  repeat
  into

- Distractors may include words in which the root word has been underlined. For example:

  bicycle

PART 9 STRUCTURAL ANALYSIS--SUFFIXES

PERFORMANCE OBJECTIVE

Students will be able to:

recognize suffixes

Suffixes

s, es, en, est, ed, ful, less, ing, ly, er

TEST FORMAT

Directions: (teacher says) A suffix is a letter or letters added to the end of a word to make a new word. For each item find the word that has the suffix, and only the suffix, underlined.

○ safely
○ greener
○ smartest
○ brighten

STRATEGIES

. Give students additional practice in identifying prefixes, suffixes, and base words in a variety of communication arts activities (spelling, reading, writing etc.)

COMMUNICATION ARTS TEST 9

Word Attack Practice Test

Part 1

Teacher:

This test is administered in two sessions.

. Distribute Communications Arts Test 9, "Word Attack Practice Test (Part 1)."

. Read the directions for items 1-3 to students as they read along silently.

. Do sample A with students. Demonstrate how to fill in the oval next to the correct answer choice, and answer any questions students may have.

Say:

(Sample A) sled....sled

. Check students' responses for sample A.

. Do items 1 and 2.

Say:

(Item 1) spray....spray
(Item 2) wonder....wonder

. Read the directions for items 3-5 to students as they read along silently.

. Do items 3-5.

Say:

(Item 3) black....black
(Item 4) ground....ground
(Item 5) beach....beach

. Read the directions for items 6-20 to students as they read along silently.

. Do sample B with students.

Say:

(Sample B) trip.....trip

- Check students' responses for sample B.
- Do items 6-20. Allow approximately 10 minutes for students to complete the items.
- Use the answer key in the appendix to mark the test.
- Review test items with students. Focus their attention on the test-taking skills involved.
- Analyze students' answers to diagnose areas of strengths and weaknesses. Group students for additional instruction in a particular skill. For example, if several students failed to understand ending sounds, they need a teacher-directed lesson on the skill.
- Use this test as a sample to generate additional tests.
- Utilize a variety of instructional materials as tools in testing, reviewing, and reteaching the material which has been presented.

NAME _____ CLASS _____

COMMUNICATION ARTS TEST 9

Word Attack Practice Test

Part 1

Directions: Listen to the sound (or sounds) at the beginning of the word. Mark the oval next to the answer you choose.

SAMPLE A

⬭ skip

⬭ start

⬭ slip

STOP

1. ⬭ speak
   ⬭ spring
   sip

2. ⬭ which
   ⬭ wash
   ⬭ week

Directions: Listen to the sound (or sounds) at the end of the word. Mark the oval next to the answer you choose.

3. ⬭ rock
   ⬭ much
   ⬭ trash

4. ⬭ bent
   ⬭ find
   ⬭ list

5. ⬭ weak
   ⬭ teeth
   ⬭ rich

GO ON

Directions: Read the key word next to the number. Listen to the sound of the underlined part. Read the four words that follow. Find the word that has the same sound as the underlined part of the key word. Mark the oval next to the answer you choose.

SAMPLE B

trip	⬭ nice	⬭ dirt	⬭ give	⬭ boil

STOP

6.	map	⬭ far	⬭ care	⬭ sat	⬭ bail
7.	train	⬭ said	⬭ page	⬭ chair	⬭ cabin
8.	fair	⬭ paid	⬭ share	⬭ father	⬭ wall
9.	bell	⬭ mean	⬭ she	⬭ field	⬭ met
10.	tree	⬭ been	⬭ he	⬭ ever	⬭ sent
11.	guess	⬭ blue	⬭ show	⬭ tell	⬭ meal
12.	fall	⬭ paw	⬭ happen	⬭ make	⬭ cart
13.	supper	⬭ sure	⬭ quit	⬭ much	⬭ should
14.	snow	⬭ flower	⬭ cow	⬭ our	⬭ low
15.	turtle	⬭ stir	⬭ pure	⬭ your	⬭ must
16.	girl	⬭ there	⬭ side	⬭ alarm	⬭ lurk
17.	thief	⬭ dye	⬭ meek	⬭ smell	⬭ lurk
18.	would	⬭ poise	⬭ toll	⬭ round	⬭ look
19.	sneeze	⬭ here	⬭ leg	⬭ peach	⬭ knew
20.	noise	⬭ willing	⬭ boiling	⬭ showing	⬭ scorning

STOP

COMMUNICATION ARTS TEST 9

Word Attack Practice Test

Part 2

Teacher:

. Distribute Communication Arts Test 9, "Word Attack Practice Test (Part 2)."

. Read the directions for items 21-24 to students as they read along silently.

. Allow time for students to complete items 21-24.

. Follow the same procedure for the remaining items on the test. Read the directions for each section as students read along silently. Allow time for students to complete the items in one section before reading the directions for the next section.

. Use the answer key in the appendix to mark the test.

. Review test items with students. Focus their attention on the test-taking skills involved.

. Analyze students' answers to diagnose areas of strengths and weaknesses. Group students for additional instruction in a particular skill. For example, if several students failed to understand how to form compound words, they need a teacher-directed lesson on the skill.

. Use this test as a sample to generate additional tests.

. Utilize a variety of instructional materials as tools in testing, reviewing, and reteaching the material which has been presented.

NAME _____ CLASS _____

COMMUNICATION ARTS TEST 9

Word Attack Practice Test

Part 2

Directions: Read the key word. Then read the four words that follow. Find the word that goes with the key word to make a compound word. Mark the oval next to the answer.

21.	down	⬭ town	⬭ fun	⬭ movie	⬭ out
22.	side	⬭ near	⬭ walk	⬭ away	⬭ dance
23.	sun	⬭ shine	⬭ water	⬭ dial	⬭ phone
24.	flash	⬭ pan	⬭ dark	⬭ can	⬭ light

GO ON

Directions: Read the key word. Decide how many syllables it has. Mark the oval next to the number you choose.

25.	mother	⬭ 1	⬭ 2	⬭ 3	⬭ 4
26.	helpfully	⬭ 1	⬭ 2	⬭ 3	⬭ 4
27.	walk	⬭ 1	⬭ 2	⬭ 3	⬭ 4
28.	television	⬭ 1	⬭ 2	⬭ 3	⬭ 4

GO ON

Directions: Read the key word next to the number. Then read the four words below. Find the words that make the contraction. Mark the oval next to the answer you choose.

29. it's

⬭ it was
⬭ it has
⬭ it is
⬭ its

30. they'd

⬭ they had
⬭ they might
⬭ they would
⬭ they did

31. he'll

⬭ he has
⬭ he will
⬭ help it
⬭ held up

GO ON

Directions: Read the four words. Find the word where the whole root word and only the root word is underlined. Mark the oval.

32. ⬭ study
⬭ faces
⬭ boiling
⬭ bony

33. ⬭ marches
⬭ story
⬭ poems
⬭ owner

34. ⬭ boots
⬭ tailor
⬭ passes
⬭ following

GO ON

Directions: Read the four words. Find the word where the prefix and only the prefix is underlined. Mark the oval.

35. ⬭ unlike
⬭ retell
⬭ explain
⬭ connect

36. ⬭ contain
⬭ recycle
⬭ rebuild
⬭ biplane

37. ⬭ unlit
⬭ repeat
⬭ disgrace
⬭ able

GO ON

Directions: Read the four words. Find the word where the suffix and only the suffix is underlined. Mark the oval.

38. ⬭ careless
⬭ quietly
⬭ further
⬭ molded

39. ⬭ peaceful
⬭ painless
⬭ seeing
⬭ sweetly

40. ⬭ seeing
⬭ chicken
⬭ softer
⬭ played

STOP

This lesson includes material excerpted from *Strategies for Achievement in Reading*, Level 2-3 (New York: Community School District 6).

Mathematics Skills

Skill 1: Locating and using key words

PERFORMANCE OBJECTIVES:

Students will be able to:

. locate key words in a problem
. use key words to determine the operation needed to solve a problem

EXPLANATION:

Key words are an important element in solving a problem. The student learns to locate the key words and determines what operation the key words suggest in relation to solving the problem. This technique is helpful throughout the year as a method in solving word problems for addition, subtraction, multiplication, and division.

DEVELOPMENT

. Write the following word problem on the chalkboard:

> Jim had 132 pennies. Sue gave Jim 18 more pennies. How many pennies does Jim have in all?

. Read the problem aloud with the students.

. Say:

- In this story problem there are special code words that help us solve this problem.

- Who had pennies? (Jim and Sue)
- How many pennies did Jim have? (132)
- How many pennies did Sue give him? (18)
- What do we want to know? (How many pennies does Jim have in all?)

. Underline the words "in all," then say:

- The code words "in all" are special words, or key words which help us figure out how to solve this problem.

- What operation do the words "in all" tell us to use? (In this case we would use addition.)

- The code words "in all" signal the student to put the groups of pennies together.

. Say:

- I am going to give you some other problems which we will do together to find the special or key words which will help us solve the problems.

. Distribute Mathematics Worksheet 1. Ask the students to look at their worksheets, then say:

- We are going to locate key words in each problem and list them on the chalkboard.

. Draw the following chart on the chalkboard:

Key words	Operations

. Ask:

- What is problem 1 about? (buildings)
- What do you know about the buildings? (They are different sizes.)
- How do you know that they are different sizes? (6,590 feet is different than 2,248 feet.)
- What word tells you how the buildings are different? (taller)
- What does the problem ask you to find? (How much taller is the tallest building?)

. Ask students to underline the part of the problem that tells them what they have to find. Then ask the students to circle the key words that help them solve the problem. (how much taller?)

. Write the key words and operations on the chalkboard chart.

. Continue the procedure using as many problems as necessary before asking children to continue independently.

. As you develop the chart notice that some key words are the same for both addition and multiplication. Call attention to words that appear in both addition and multiplication. Assist students in determining which operation is indicated.

. Continue this procedure with your students on a permanent chart displayed in your classroom, adding new examples as you do additional word problems.

FOLLOW-UP:

. For additional practice in locating and using key words ask students to make up their own problems.

. Have students begin to write questions utilizing the key words from the chart developed during the lesson. Other key words will be discovered as students become experienced in creating problems.

. Ask students to voluntarily share their new problems with other members of the class.

. Place a selection of these student-created problems on a classroom bulletin board for sharing and display.

TEST:

Duplicate and distribute Mathematics Test--Lesson 1. Ask students to find and read the tip at the bottom of the test paper. Say: "Read the directions while I read them aloud. Does anyone have a question about the directions? REMEMBER! Every question must have an answer. Do not leave any answer blank. Please begin the test."

TEST ANALYSIS:

. Identification or the key word or words will only assist the student in narrowing the answer choices.

. The student must be able to translate the key word or words into the correct operation in order to complete the question.

. For example in Question 1, the key words "in all" are given in answer choices (b), (d), and (e). The correct choice (e) cannot be selected until the operation (addition) is identified.

. Note the different meaning of the key words "in all" in question 4.

. Allow students to discuss and explain their answer selections to other classmates.

ADDITIONAL TEST QUESTIONS:

The skill of locating and using key words may be utilized with the following test questions:

- Test 3.01 Question 7, 8, 9, 11, 15, 16, 20, 21
- Test 3.02 Questions 9, 10, 11, 15, 16, 22, 22, 30, 33 34
- Test 3.03 Questions 10, 12, 13
- Test 3.04 Questions 3, 6

NAME: _____ CLASS: ____ DATE: _____

MATHEMATICS WORKSHEET 1

Directions: Locate and circle the key words in each problem.

1. The tallest building in Jose's town is 6,590 feet tall. Another building is 2,248 feet tall. How much taller is the tallest building? _____

2. Juan ate 326 peanuts. Mary ate 238 peanuts. What is the total number of peanuts eaten? _____

3. There are 5 lines of people at the bank. There are 7 people in each line. How many people are waiting in all? _____

4. Billy had 10 cookies. He wanted to share them equally among 5 friends. How many cookies will each friend get? _____

5. Sarah collected 628 stamps. Her book holds 952 stamps. How many more must she collect? _____

NAME: _____ CLASS: ____ DATE: _____

MATHEMATICS TEST--LESSON 1

Directions: Read the problem carefully. Choose the answer that names the key words and the correct operation for solving the problem.

1. Judy saved 724 pennies. Her sister saved 239pennies. How many pennies did they save in all?

   ⬭ a. saved--add
   ⬭ b. in all--subtract
   ⬭ c. saved--subtract
   ⬭ d. in all--multiply
   ⬭ e. in all--add

2. Miguel's family is visiting a friend who lives 792 miles away. If they travel 436 miles the first day, how many more miles will they have to travel?

   ⬭ f. more--add
   ⬭ g. how many--add
   ⬭ h. more--subtract
   ⬭ i. how many more--subtract
   ⬭ j. travel--divide

3. Mrs. Brown has 28 crayons to share equally among 4 children. How many crayons will each child get?

   ⬭ a. share equally--add
   ⬭ b. how many--divide
   ⬭ c. share equally--multiply
   ⬭ d. how many--multiply
   ⬭ e. share equally--divide

4. There are 5 wagons on the farm. Each wagon can carry 5 people. How many people in all can ride in the wagons?

   ⬭ f. in all--subtract
   ⬭ g. in all--multiply
   ⬭ h. how many--add
   ⬭ i. how many--multiply
   ⬭ j. in all--add

TIP: Read the problem. Underline the key words.

Skill 2: Converting word problems into equations

PERFORMANCE OBJECTIVE:

Students will be able to:

convert word problems into equations.

EXPLANATION:

In a word problem there are numbers and key words which the student must isolate and convert into an equation to solve the problem. It is important for students to extract the numbers and key words from the problem and "translate" them into a number sentence which will result in a correct solution.

DEVELOPMENT:

. Write the following word problem on the chalkboard:

Class 3-3 went to the zoo. The girls saw 9 lions and the boys saw 7 monkeys. How many animals did they see in all?

. Ask the following questions:

- What do we want to know? (How many animals altogether?)
- What information do we have? (The girls saw 9 lions. The boys saw 7 monkeys.)
- What are the key words that tell us how to solve the problem by addition? (in all)
- What must we do to solve this problem? (add)
- What number sentence can we use to solve the problem by addition? (9 + 7 = ☐) or (7 + 9 = ☐)

. Write the following number sentences on the chalkboard:

9 - 7 = ☐ 7 - 9 = ☐ 9 + 7 = ☐

. Say:

- Which number sentence shows how to solve the problem? Why? (9 + 7 = is the correct number sentence because the key words "in all" tell us that we must add to solve the problem. The other number sentences tell us to subtract.)

. Have students solve the problem and label the answer: 9 + 7 = 16 animals.

. Erase the original question at the end of the problem, and substitute the following question:

- How many more animals did the girls see than the boys?

. Have a student reread the entire problem.

. Ask:

- What do we want to know? (How many more animals did the girls see than the boys?)
- What new information do we have? (no new information)
- What are the key words which tell us how to solve the problem? (How many more?)
- What must we do to solve this problem? (subtract)
- What number sentence can we use to solve the problem by subtraction? (9 - 7 = ☐)

. Point to the number sentences on the chalkboard. Elicit that 9 - 7 = ☐ is the correct number sentence because the key words "how many more" tell us that we must subtract.

. Say:

- Why can't we choose 7 - 9 = ☐ ?

FOLLOW-UP:

. For additional practice in connecting word problems to number sentences, refer to Mathematics Worksheet 2.

. Utilize the following questioning format in order to guide students through the worksheet.

- What do we want to know?
- What information do we have?
- What are the key words which tell us how to solve the problem?
- What must we do to solve the problem?
- What number sentence can we use to solve the problem?

. Ask students if there is an alternative way to solve each problem. In question 1 for example: 16 + 24 = ☐ is as acceptable a number sentence as 24 + 16 = ☐

. Ask students to recreate the story problem by looking at the number sentence. This task could serve as a checking device if the number sentence has been correctly expressed.

TEST:

Duplicate and distribute Mathematics Test--Lesson 2. Ask students to find and read the tip at the bottom of the test paper. Say: "Read the directions while I read them aloud. Does anyone have a question about the directions? REMEMBER! Every question must have an answer. Do not leave any answer blank. Please begin the test."

TEST ANALYSIS:

. Isolating the numbers from the problem is only the beginning of the process of converting word problems into equations.

. As seen in the previous lesson, identification of key words is essential. By combining the essential numbers and an appropriate operation, students can then set up a possible number sentence to solve the problem.

. Students should be aware of the "realism" of an answer. For example, when talking about "animals...in all" as in question 1, only one answer unites the cows and horses--only one answer uses addition.

. Also be aware that the incorrect answer choices (c) and (e) are not different, but simply an example of the commutative property of multiplication.

. Have students realize that another correct answer could have been 318 + 429 = ☐ due to the commutative property of addition.

. Have students discuss the incorrect answer choices also. This mechanism will clarify student reasoning processes.

ADDITIONAL TEST QUESTIONS:

The skill of converting word problems into equations may be utilized with the following test questions:

- Test 3.03 Questions 47, 48
- Test 3.04 Question 17

MATHEMATICS WORKSHEET 2

NAME: _____ CLASS: _____ DATE: _____

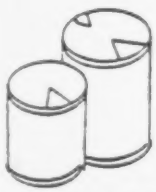
Directions: Write the number sentence you would use to solve each problem.

1. There are 16 kittens and 24 puppies in the pet store. How many animals are there in all?

2. John had 427 baseball cards. He gave 136 to Sam. How many did John have left?

3. Rosa went to the store for her mother. She bought cereal for $1.19. She gave the man a $5 bill. How much change did she get?

4. Two third grade classes are collecting soda cans to raise money for the school. One class collected 489 cans. The other class collected 267 cans. How many more cans did the first class collect?



NAME: _____ CLASS: ____ DATE: _____

MATHEMATICS TEST--LESSON 2

Directions: Choose the number sentence you would use to solve the problem. Fill in the circle next to the correct answer.

1. A ranch has 429 cows and 318 horses. How many animals are there in all?

   ○ a. 429 - 318 =
   ○ b. 318 - 429 =
   ○ c. 318 x 429 =
   ○ d. 429 + 318 =
   ○ e. 429 x 318 =

2. Susan had 429 pennies. She gave 118 to her sister. How many does Susan have left?

   ○ f. 429 + 118 =
   ○ g. 118 + 429 =
   ○ h. 429 - 118 =
   ○ j. 118 - 429 =
   ○ k. 118 x 429 =

3. The garden club planted 224 apple trees and 217 pine trees. How many more apple trees did they plant?

   ○ a. 217 + 224 =
   ○ b. 224 - 217 =
   ○ c. 217 - 224 =
   ○ d. 224 + 217 =
   ○ e. 217 + 217 =

4. At the circus there were 34 clowns and 18 dancers. In all, how many people were in the show?

   ○ f. 34 x 18 =
   ○ g. 34 - 18 =
   ○ h. 34 + 18 =
   ○ j. 18 x 34 =
   ○ k. 18 - 34 =

TIP: Use the key words to help you write your equation.

Skill 3: Eliminating unreasonable answers while finding reasonable answers

PERFORMANCE OBJECTIVE:

Students will be able to:

find reasonable answer choices while eliminating unreasonable answer choices to solve problems.

EXPLANATION:

. Answers can be viewed as either reasonable or unreasonable.

. This narrowing of answer choices assists the student in focusing on remaining answers. For example, in the problem 32 x 3 = ☐ the students can eliminate all answer choices that do not have a 6 in the ones place. All answer choices that do have a 6 in the ones place are still possible answers. Further examination of those remaining will lead to a final answer.

. This approach can be used with addition, subtraction, multiplication, and division problems periodically throughout the year.

DEVELOPMENT:

. Distribute previously prepared squared materials, 7 tens strips and 10 unit pieces, to each student.

. Write the following on the chalkboard:

Problem		Answers
tens	ones	
		a. 71
		b. 82
2	4	c. 21
4	3	d. 77
		e. 67

. Ask the students to display 2 tens and 4 ones using their squared material.

. Say:

- What number is shown? (24)
- What number are we adding to 24? (43)

. Display 43 using the squared material.

. Ask students to add using the squared material.

. Say:

- How many ones? (7)
- How many tens? (6)

- Since we know we have 7 ones, the numeral 7 must be in the ones place in our answer.

. Point to the answers on the chalkboard.

. Say:

- Does answer choice (a) have a 7 in the ones place? (no)
- We can cross it out. It can not be the correct answer. What other answers can we cross out? (b), (c)
- Why? (7 is not in the ones column)
- Add the tens. Can we eliminate any other answers? (d)
- Why? (6 is not in the tens column)

- The only answer left is (e).

. Write the following on the chalkboard:

Problem			Answers
hundreds	tens	ones	a. 571
			b. 482
3	2	6	c. 574
2	4	8	d. 754
			e. Not Here

. Say:

- Add the ones column. What number will be in the ones place in the answer? (4)
- Which answers can we eliminate? (a), (b)
- Why? (They do not have a 4 in the ones place.)
- How many choices are left? (c), (d), (e)
- Add the tens column. What number will be in the tens place in the answer? (7)
- Are there any answers we can eliminate? (d)
- Why? (7 is not in the tens place.)
- How many choices are left? (c) and (e)

- When NOT HERE is a choice you may have to complete the example to find the answer.

. Ask the students to complete the example and find the answer.

. Repeat this procedure using other examples. Call students' attention to answer choices that can be eliminated as students add.

FOLLOW-UP:

. Duplicate and distribute Mathematics Worksheet 3. Analyze one or more problems with students as necessary for independent work. For example:

. Say:

- Look at the first example.
- Look at the ones column.
- What number plus 7 would give us a 9 in the ones column? (2)
- Why? (7 + 2 = 9)
- What number plus 1 ten equals 4 tens? (3 tens)
- Why? (1 ten + 3 tens = 4 tens)

MODEL EXAMPLE:

$$\begin{array}{r} 1\,\square \\ +\,\square\ 7 \\ \hline 4\ 9 \end{array}$$

Step One

. Think	Write	
What number in the ones place added to the 7 in the ones place equals the sum of 9 in the ones place?	$\begin{array}{r} 2 \\ +\ 7 \\ \hline 9 \end{array}$	Answer: 2

Step Two

. Think	Write	
What number in the tens place added to the 1 in the tens place equals the sum of 4 in the tens place?	$\begin{array}{r} 1 \\ +\ 3 \\ \hline 4 \end{array}$	Answer: 3

Solution

Model:
$$\begin{array}{r} 12 \\ +\ 37 \\ \hline 49 \end{array}$$

TEST: Duplicate and distribute Mathematics Test--Lesson 3. Ask students to find and read the tip at the bottom of the test paper. Say, "Read the directions while I read them aloud. Does anyone have a question about the directions? REMEMBER! Every question must have an answer. Do not leave any answer blank. Please begin the test."

TEST ANALYSIS:

QUESTION 1:

- By adding the ones column, students can eliminate answer choices (a) and (b) because the correct answer must contain a 7 in the ones place. If a student selects answer choice (b), the student has subtracted rather than added.
- By adding the tens column, answer choice (e) is eliminated.
- The correct answer choice (c) can be arrived at by adding the hundreds column.
- Answer choice (d) could be eliminated through the use of estimation. A number larger than three hundred when added to a number larger than two hundred could not result in answer choice (d).

QUESTION 2:

- Be aware that this question involves exchange.

QUESTIONS 3, 4, 5:

- When NOT HERE is a choice, the student may have to complete the entire example to find the answer.

ADDITIONAL TEST QUESTIONS: The skill of eliminating unreasonable answers may be utilized with the following test questions:

- Test 3.01 Questions 3, 4, 5, 6, 24, 25, 30, 32
- Test 3.02 Questions 5, 7, 17, 19, 20
- Test 3.03 Questions 1, 2, 25, 27, 37, 40, 41, 43

MATHEMATICS WORKSHEET 3

NAME: _____ CLASS: _____ DATE: _____

DIRECTIONS: Find the missing digits to make the sum true.

(1)
$$\begin{array}{r} 1\,\square \\ \square\,7 \\ \hline 4\,9 \end{array}$$

(2)
$$\begin{array}{r} 3\,8 \\ 3\,\square \\ \hline \square\,9 \end{array}$$

(3)
$$\begin{array}{r} 6\,\square\,5 \\ 1\,5\,\square \\ \hline \square\,7\,7 \end{array}$$

(4)
$$\begin{array}{r} 4\,0\,3 \\ 1\,\square\,\square \\ \hline \square\,1\,8 \end{array}$$

(5)
$$\begin{array}{r} 3\,\square\,3 \\ \square\,7\,\square \\ \hline 5\,9\,1 \end{array}$$

(6)
$$\begin{array}{r} 6\,3\,6 \\ \square\,\square\,\square \\ \hline 1\,1\,7\,7 \end{array}$$

WORK SPACE

NAME: _____ CLASS: ____ DATE: _____

MATHEMATICS TEST--LESSON 3

Directions: Add to find the correct digit in the ones place. Cross out all answers which cannot be correct. Look at all remaining answers. Solve. Fill in the circle next to the correct answer.

1. 335
+222

a. 525
b. 113
c. 557
d. 206
e. 107

2. 438
+257

f. 693
g. 695
h. 595
j. 495
k. 221

3. 116
+359

a. 465
b. 475
c. 479
d. 457
e. NOT HERE

4. 259
+138

f. 397
g. 369
h. 387
j. 396
k. NOT HERE

5. 347
+247

a. 100
b. 684
c. 594
d. 794
e. NOT HERE

TIP: Add the digits in the ones column. Cross out all answers that do not have that digit in the ones column. Continue to get rid of answers that cannot be correct.

Skill 4: Looking for patterns to solve problems

PERFORMANCE OBJECTIVE: Students will be able to:

create a chart to recognize a pattern

EXPLANATION: Students create charts to discover patterns which will enable them to solve problems.

DEVELOPMENT

. Write the following problem on the chalkboard:

> Mary started a new exercise program. She began by doing 5 sit-ups a day. On Monday of each week Mary added 5 sit-ups to her daily routine. How many weeks will it take her to reach 20 sit-ups a day?

. Ask a student to read the problem.

. Say:

- What do we want to find out? (the number of weeks it takes Mary to reach 20 sit-ups)
- What information do we have? (the number of sit-ups she started with and the number of sit-ups she adds each week)

- This problem can be solved by making a simple chart which will help us find a pattern.

. Draw the following chart on the chalkboard:

Week	Sit-ups
1	5
2	?
.	?
.	?

. Ask:

- How many sit-ups did Mary do each day during the first week? (5)
- How many sit-ups did she add the second week? (5)
- How many sit-ups did she do each day during the second week? (10)

. Have a student complete the chart.

. Say:

- What is the pattern? (counting by fives)
- Finding the pattern (adding 5 more sit-ups each Monday) helped us solve the problem.

. Repeat this procedure using other examples. (See Mathematics Worksheets 4A and 4B.)

FOLLOW-UP:

. Duplicate and distribute Mathematics Worksheet 4C.

. Say: "Let's look at problem 1." Ask a student to read the problem.

. Ask:

- Who opened a bank account? (Joel)
- How much did he put in the bank? ($10.00)
- How often does he put $10.00 in the bank? (once a month)
- What do we want to know? (how long it will take Joel to save $100.00)

. Say: "Let's work on the chart together."

. Write the following on the chalkboard:

Month	1	2			
Amount	$10				

. Say:

- How much money did Joel have in the bank the first month? ($10.00)
- In the second month he put $10.00 in the bank. How much did he have in all? ($20)

. Write $20 in the amount column and continue this procedure month by month until $100.00 is reached.

. Say:

- How many months will Joel have to save money in order to save $100.00? (10 months)
- What is the pattern? (counting by tens)

. Encourage students to complete the worksheet independently.

TEST: Duplicate and distribute Mathematics Test--Lesson 1. Ask students to find and read the tip at the bottom of the test paper. Say: "Read the directions while I read them aloud. Does anyone have a question about the directions? REMEMBER! Every question must have an answer. Do not leave any answer blank. Please begin the test."

TEST ANALYSIS: . Ask the students to look at the chart. Say:

- This chart gives us information about the amount of money Bob has in the bank and the number of months he saved money.

- How many months do we know Bob saved money? (5)
- How much money did he have in month 1? ($125.00)
- How much money did he have in month 2? ($130.00)
- How much money did he have in month 3? ($135.00)
- How much money did he have in month 4? ($140.00)
- How much money did he have in month 5? ($145.00)
- What pattern do you see? (counting by fives)

QUESTION 1: . Ask the students to read question 1 and choose the correct answer. (c)

. Ask the students to determine why the other answers are incorrect.

a. Subtract 15 from the amount in Bob's savings account in month 2.

$$\begin{array}{r} 130 \\ -\ 15 \\ \hline 115 \end{array}$$

not equal to the amount in the table for month 1

b. Subtract 10 from the amount in in Bob's savings account in month 2.

$$\begin{array}{r} 130 \\ -\ 10 \\ \hline 120 \end{array}$$

not equal to the amount in the table for month 1

c. Subtract 5 from 130.

$$\begin{array}{r} 130 \\ -\ 5 \\ \hline 125 \end{array}$$

equal to the amount for month 1 in the table

. Through the use of estimation skills help the students to see that answer choices (d) and (e) are too large to be possible answers.

QUESTIONS 3, 4:

. More able students will be able to determine the amount to add to $150 to find the answer. Other students may need to complete the chart month by month.

ADDITIONAL TEST ITEMS:

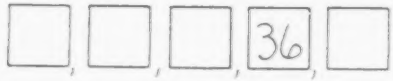
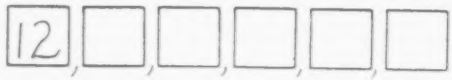
The following test items may be used with this skill.

- Test 3.01 Questions 1, 2, 10, 26
- Test 3.03 Questions 3, 4, 5, 6, 7, 8, 14, 17, 18, 21, 22, 45, 46

MATHEMATICS WORKSHEET 4A

NAME: _____ CLASS: _____ DATE: _____

Form the correct number pattern in each box.
Then write the rule for each.

10, 5, 20, 15, 25, 40, 35, 30 rule _____	18, 9, 45, 27, 36  rule _____
4, 0, 12, 6, 10, 2  rule _____	8, 5, 11, 14, 2, 17 rule _____
Write a pattern. The third number is 37. The rule is subtract 7.	Write a pattern. The first number is 10. The rule is add 3. Stop at 25.
Write a pattern The second number is 14. The rule is add 2. Stop at 20.	Write a pattern. The fourth number is 18. The rule is subtract 5. Stop at 0.
Write your own rule. Let a friend write the pattern.	

MATHEMATICS WORKSHEET 4B

NAME: _____ CLASS: _____ DATE: _____

Fill in the missing numbers.
Write a rule for each.
Example 2, 4, 6 8 10 12

16, 18, 20, ☐, ☐, ☐

name of rule _____

45, 40, 35, ☐, ☐, ☐

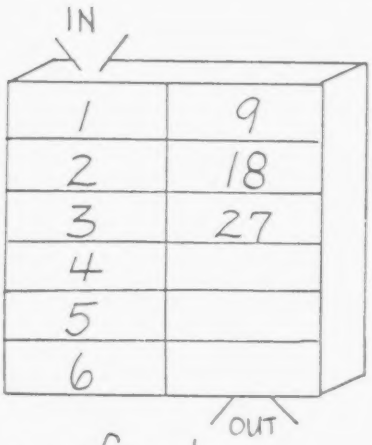
name of rule _____

14, ☐, 28, ☐, 42, ☐

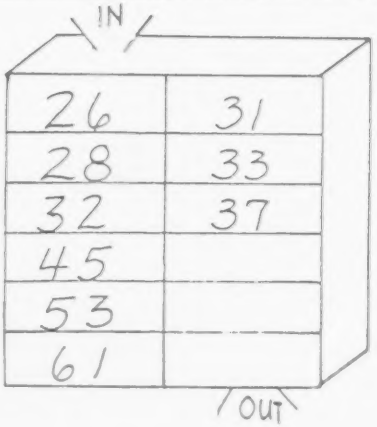
name of rule _____

57, ☐, 43, ☐, 29, ☐, ☐

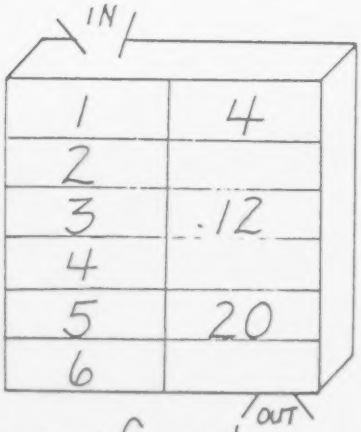
name of rule _____



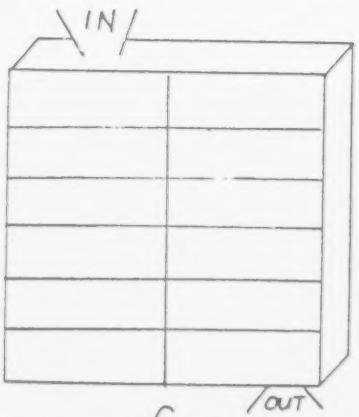
name of rule _____



name of rule _____



name of rule _____



Make one of your own.

name of rule _____

NAME _____ CLASS _____ DATE _____

MATHEMATICS WORKSHEET 40

Directions: Read the problem. Make a chart to find a pattern. The pattern will help you solve the problem.

1. Joel opened a bank account by putting $10.00 in the bank. On the first day of each month he puts $10.00 in the bank. How long will it take him to save $100.00?

Month	1								
Amount	10								

2. Richard has 200 football cards. If he gives away 25 cards per week, how long will it take him to give all his cards away?

Week	Cards
1	200

3. Mother is helping the school raise money by baking cookies. She bakes 50 cookies a day. How long will it take her to bake 500 cookies?

Day	1
Number of Cookies	50

4. Sharon saves pictures of animals. Each month in Pet magazine there are 8 pictures to save. How many months will she have to buy the magazine in order to save 72 pictures?

Month	Picture
1	8

NAME _____ CLASS _____ DATE _____

MATHEMATICS TEST--LESSON 4

Directions: Use the chart to find the pattern and solve the problems.

Bob's Saving Account

Number of Months	1	2	3	4	5	6	7	8	9	10	11	12
Bank Balance	125	130	135	140	145							

1. How much does Bob save each month?

   a. $15
   b. $10
   c. $5
   d. $25
   e. $20

2. How much will Bob have saved after 6 months?

   f. $155
   g. $150
   h. $165
   i. $170
   j. $160

3. How much will Bob have saved after 9 months?

   a. $200
   b. $175
   c. $250
   d. $165
   e. $185

4. How much money will Bob have in one year?

   f. $210
   g. $200
   h. $275
   i. $175
   j. $190

TIP: Be sure to find the pattern before answering the questions.

Skill 5: Using and constructing tables, graphs, charts, and diagrams

PERFORMANCE OBJECTIVE:

Students will be able to:

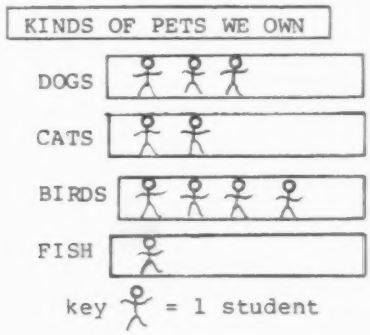
use tables, graphs, charts, and diagrams to solve word problems

EXPLANATION:

Tables, graphs, charts, and diagrams show various types of information. By learning to use a chart, graph table, or diagram, students will be able to extract the information needed to solve problems in all subject areas.

DEVELOPMENT

. Draw the following graph on the chalkboard:



. Say:

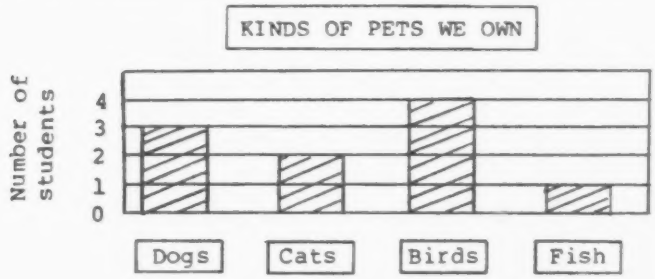
- There are many ways to show information.
- One way to show information is by using a graph. There are many kinds of graphs.
- The graph on the chalkboard is called a pictograph. A pictograph uses pictures to show information. To help us understand the information on the graph we must use a special chart or key.
- The key is found at the bottom of the graph.

- What picture is used in this graph? (stick figure)
- Look at the key. What does each stick figure represent? (1 student)

- We can use the information on the graph to answer many questions.

- Which kind of pet do most students have? (birds)
- How many stick figures are on the line next to birds? (4)
- What does each stick figure represent? (1 student)
- How many students have birds? (4)
- Which kind of pet do the fewest number of students have? (fish)
- How many stick figures are on the line next to fish? (1)
- What does each figure represent? (1 student)
- How many students have fish? (1)
- How many kinds of pets are there in all? (4)
- How many students have pets? (10)
- Continue this procedure to include the other pets included in the graph.

. Draw the following bar graph on the chalkboard:



. Say:

- Look at the new graph I have drawn on the chalkboard.
- This graph is called a bar graph. It uses bars to show information. We do not need a key to read a bar graph.
- The labels on the left side and under the bottom of the graph help us know what we are looking at. The title of a graph also supplies us with information.

- What is the title of the graph? (Kinds of Pets We Own)
- What is the label on the left side of the graph? (number of students)
- What is the label on the bottom of the graph? (dogs, cats, birds, fish)

. Repeat the questions used for the pictograph to extract the same information from the bar graph. Point out that both graphs give the same information, but in a different way.

. Draw the following table on the chalkboard:

KINDS OF PETS WE OWN

PETS	OWNERS
dogs	3
cats	2
birds	4
fish	1

. Say:

- A table or chart is another way to show information.
- Look at the table on the chalkboard. It has a title and two columns.
- What is the title? (Kinds of Pets We Own)
- What are the headings of the two columns? (pets, owners)

. Repeat the questions used for the pictograph and bar graph to extract the same information from the table.

. Stress that the table gives the same information as the two graphs.

. Utilize this procedure with different data using a line graph, e.g., daily attendance, temperature.

FOLLOW-UP:

. Duplicate and distribute Mathematics Worksheets 5A and 5B.

. Say:

- Look at the graph at the top of Mathematics Worksheet 5A.
- What kind of graph is it? (pictograph)
- What symbol or picture is used on the graph? (stick figures)
- How can we tell what the picture means? (use the key)
- What does the key tell us? (each figure equals 2 students)
- How many stick figures are on the line next to movies? (5)
- What does each stick figure represent? (2 students)
- How many students watch movies? (10)
- How did you figure that out? (Each figure represents 2 students; 5 groups of 2, or 5 x 2, equals 10.)

- How many students watch cartoons? (14)
- How do you know? (7 stick figures times 2)
- How many students watch videos? (8)
- How do you know? (4 stick figures times 2)
- How many students watch the news? (2)
- How do you know? (1 stick figure times 2)
- How many students watch adventure shows? (8)
- How do you know? (4 stick figures times 2)

. Ask the students to answer the questions under the graph.

. Say:

- Look at the table.
- What information is shown on the table? (favorite fruits)
- How many people like oranges? (7)

. Continue this procedure for the rest of the table.

. Ask the students to answer the questions using the table.

. Ask the students to work independently on Mathematics Worksheet 5B.

. Encourage the students to try the challenge question.

. It may be necessary to draw the bar graph with the class.

TEST: Duplicate and distribute Mathematics Test--Lesson 5. Ask students to find and read the tip at the bottom of the test paper. Say: "Read the directions while I read them aloud. Does anyone have a question about the directions? REMEMBER! Every question must have an answer. Do not leave any answer blank. Please begin the test."

TEST ANALYSIS: . Ask the students to look at Mathematics Test--Lesson 5.

. Say:

- How is the information presented? (table)
- How many people like red? (7)
- How many people like blue? (3)
- How many people like green? (9)
- How many people like yellow? (5)
- How many people like orange? (4)

. Ask the students to read question 1. Say:

- What does the question ask? (Which color did the greatest number of people like?)
- What is the greatest number listed? (9)
- Run your finger along the same line from the greatest number to the matching color.
- What is the color? (green)
- What answer choice is that color? (c)
- Fill in the circle next to the correct answer choice. (c)

ADDITIONAL TEST ITEMS:

The following test items apply to this skill.

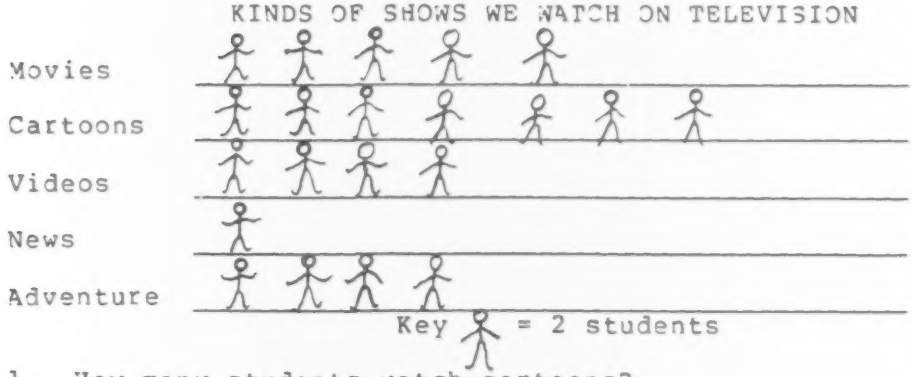
- Test 3.01 Questions 12, 13, 14, 28, 29, 33, 35
- Test 3.02 Questions 1, 2, 4, 6 13, 14, 21, 25, 28, 31, 32, 35, 36
- Test 3.03 Questions 28, 29, 30, 31 32, 33, 42
- Test 3.04 Questions 1, 2, 5, 7, 10, 11, 12, 14, 18, 19, 20

NAME: _____ CLASS: ____ DATE: _____

MATHEMATICS WORKSHEET 5A

Directions: Use the graph to answer questions 1-3.

KINDS OF SHOWS WE WATCH ON TELEVISION



1. How many students watch cartoons? _____

2. What is the least favorite show? _____

3. How many students like videos? _____

Directions: Use the table to answer questions 4-6.

FAVORITE FRUIT

Fruit	Number of People
Oranges	7
Apples	5
Bananas	5
Raisins	4
Peaches	3
Pears	2

4. What fruit do the most people like? _____

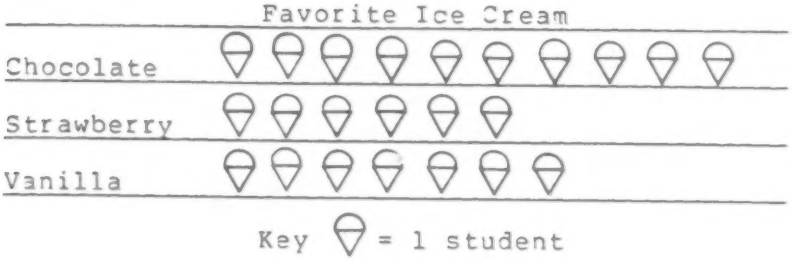
5. Which fruits do the same number of people like? _____

6. How many more people like apples than pears? _____

NAME: _____ CLASS: ____ DATE: _____

MATHEMATICS WORKSHEET 5B

Directions: Use the information on the pictograph to make a table.



Directions: Use the table to make a pictograph.

SHOES WE WEAR TO SCHOOL

Type of Shoe	Number of Students
Sneakers	10
Boots	3
Loafers	7

CHALLENGE: Use the information on the table to make a bar graph.

NAME: _____ CLASS: ____ DATE: _____

MATHEMATICS TEST--LESSON 5

Directions: Use the table to answer the questions.

FAVORITE COLORS

Color	Number of People
Red	7
Blue	3
Green	9
Yellow	5
Orange	4

1. Which color did the greatest number of people like?

   a. Red
   b. Blue
   c. Green
   d. Yellow
   e. Orange

2. Which color did the fewest number of people like?

   a. red
   b. blue
   c. green
   d. yellow
   e. orange

3. How many people like blue?

   a. 7
   b. 3
   c. 9
   d. 5
   e. 4

4. How many more people like yellow than orange?

   a. 9
   b. 0
   c. 2
   d. 1
   e. 3

TIP: Study the table carefully before you select your answer.

Skill 6: Using an inverse operation to check or solve

PERFORMANCE OBJECTIVE:

Students will be able to:

check answers and solve problems by using an inverse operation

EXPLANATION:

. One way to check an answer is by using the inverse operation.

. For example, addition and subtraction are inverse or opposite operations, as are multiplication and division. One operation undoes the other.

3 + 4 = 7	4 + 3 = 7
7 - 3 = 4	7 - 4 = 3
3 x 4 = 12	4 x 3 = 12
12 ÷ 4 = 3	12 ÷ 3 = 4

. Use of the inverse is a technique that students can use to solve problems.

DEVELOPMENT:

. Write the following examples on the chalkboard.

$$\begin{array}{r} 3 \\ +1 \\ \hline 4 \end{array} \qquad \begin{array}{r} 4 \\ -1 \\ \hline 3 \end{array} \qquad \begin{array}{r} 4 \\ -3 \\ \hline 1 \end{array}$$

. Say:

- Addition and subtraction are opposite operations. In addition we put groups together to get a larger group. In subtraction we take something away from a larger group and are left with a smaller group.

. Point to the addition example.

. Ask a student to name the addends. (3,1)

. Ask another student to name the sum. (4)

. Say: "If we subtract either addend from the sum, our difference will be the other addend."

. Write:

3	addend	4	sum
+1	addend	-1	addend
4	sum	3	difference

3	4
+1	-3
4	1

. Write the following example on the chalkboard:

```
 461
+126
```

. Ask a student to solve the example.

```
 461
+126
 587
```

. Say:

- How can we check this example? (Elicit that we can use subtraction.)
- We can check this example by subtracting either addend from the sum.

. Ask a student to come to the chalkboard and write a subtraction example to check the addition:

```
 587
-126
 461
```

. Say: "The difference must be the same as the addend we did not subtract."

461	587
+126	-126
587	461

. Ask a student to write another subtraction example to check the addition of the same problem.

. Repeat this procedure for other examples.

. Say: Inverse or opposite operations can be used to solve a problem."

. Write the following on the chalkboard:

$$\begin{array}{r} 22 \\ +\square \\ \hline 47 \end{array}$$

. Say: "We must use the opposite operation of addition (subtraction) to find an answer to fill the box." Elicit that the following example would be used:

$$\begin{array}{r} 47 \\ -22 \\ \hline 25 \end{array} \qquad\qquad \begin{array}{r} 22 \\ +25 \\ \hline 47 \end{array}$$

. Repeat this procedure using other addition and subtraction examples.

. Write the following example and answer choices on the chalkboard.

$3\overline{)60}$

a. 30
b. 20
c. 50
d. 63
e. NOT HERE

. Say: "If you did not know how to solve this division example, you might use the inverse, or opposite, operation of multiplication as a helpful tool."

. Write the following on the chalkboard:

$$\begin{array}{r} \square\square \\ \times\ 3 \\ \hline 60 \end{array}$$

. Say:

- Look at the multiplication example on the chalkboard.
- What is the product? (60)
- We know that the missing factor must be 10 or a multiple of 10 if the product has a zero in the ones place.
- 60 has a zero in the ones place.
- Place a zero in the ones place in the box that represents the missing factor. This shows that we are multiplying by 10 or a multiple of 10.

$$\begin{array}{r} \boxed{20} \\ \times\ 3 \\ \hline 60 \end{array}$$

. Say:

- Draw a line through the zero in the product.
- What number is left? (6)
- What number times 3 equals 6? (2)
- Write a 2 in the box.

. Say: "Our answer is 20. We just solved the division example by using the opposite operation of multiplication."

. Write the following on the chalkboard:

A

$$\begin{array}{r} 20 \\ 3\overline{)60} \end{array} \qquad \begin{array}{r} 20 \\ \times\ 3 \\ \hline 60 \end{array}$$

B

$$\begin{array}{r} 20 \\ \times\ 3 \\ \hline 60 \end{array} \qquad \begin{array}{r} 20 \\ 3\overline{)60} \end{array}$$

. Say: "Look at the division example. It asks us how many groups of 3 are in 60. The multiplication example asks how much are 3 groups of 20. The dividend is the same as the product. Look at example B. The multiplier is the same as the divisor. One operation asks the opposite of the other."

. Repeat this procedure using other division and multiplication examples.

FOLLOW-UP

. Duplicate and distribute Mathematics Worksheet 6.

. Say:

- Let's look at example 1 on the worksheet.
- What does the example ask us to do? (add)
- Solve the addition problem. (852)

. When the sum is found ask a student to name the operation that could be used to check the example. (subtraction)

. Ask two students to write two different examples on the chalkboard that could be used as a check.

$$\begin{array}{r} 852 \\ -510 \\ \hline 342 \end{array} \qquad \begin{array}{r} 852 \\ -342 \\ \hline 510 \end{array}$$

. Remind the students that the difference must be the same as the addend not being subtracted. Ask two other students to solve the problem.

. Say: "Now look at example 5."

$$4\overline{)48}$$

. Say: "What operation is the opposite of division?" (multiplication)

. Ask a student to write an example that would help solve this problem.

$$\begin{array}{r} \square \\ \times\ 4 \\ \hline 48 \end{array}$$

. Say: "What number times 4 equals 8?" Write a 2 in the box.

$$\begin{array}{r} \boxed{2} \\ \times\ 4 \\ \hline 48 \end{array}$$

. Say:

- Let's use a test taking skill we have already learned. We know that our answer will have a 2 in the ones place. What answers can we eliminate? (a, d)
- Why? (2 is not in the ones place.)

. Let us continue with our original problem. Remind the students to look at the example on the chalkboard.

. Say: "Think. What number times 4 equals 4?" (1)

. Write a 1 in the box.

e.g.:
$$\begin{array}{r} 12 \\ \times\ 4 \\ \hline 48 \end{array}$$

. Say:

- What number is in the box? (12)
- What are the remaining choices? (b, c)
- Which is the correct answer? (b)

. Continue the rest of the sheet independently.

TEST: Duplicate and distribute Mathematics Test--Lesson 6. Ask students to find and read the tip at the bottom of the test paper. Say: "Read the directions while I read them aloud. Does anyone have a question about the directions? REMEMBER! Every question must have an answer. Do not leave any answer blank. Please begin the test."

TEST ANALYSIS: . Ask the students to look at question 1.

. Say:

- What does the problem ask you to do? (add)
- What operation is the opposite of addition? (subtraction)
- What number are we subtracting from? (the sum)
- What is the sum? (1,426)
- What must we subtract from the sum? (one of the addends)

- Let's look at all the answer choices:
- Is answer choice (a) a possible choice? (no)
- Why? (We are not subtracting either addend from the sum.)
- Is answer choice (b) a possible choice? (no)
- Why? (We are not subtracting either addend from the sum. Also, the answer would result in a negative number.)
- Is answer choice (c) a possible choice? (yes)
- Why? (It meets all the requirements.)
- Is answer choice (d) a possible choice? (no)
- Why? (We are subtracting the sum from an addend.)
- Is answer choice (e) a possible choice? (no)
- Why? (It does not apply.)

ADDITIONAL TEST ITEMS: You may use the following test items for further practice of this skill.

- Test 3:01 Question 36
- Test 3:02 Question 3
- Test 3:03 Question 39
- Test 3:04 Question 8

NAME: _____ CLASS: ___ DATE: _____

MATHEMATICS WORKSHEET 6

PART I

Directions: Solve and check.

1. $\begin{array}{r} 342 \\ +510 \\ \hline \end{array}$ Check:

2. $\begin{array}{r} 767 \\ -242 \\ \hline \end{array}$ Check:

3. $3\overline{)21}$ Check:

4. $\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$ Check:

PART II

Directions: Use the inverse operation to find the correct answer.

5. $4\overline{)48}$

- ⬭ a. 11
- ⬭ b. 12
- ⬭ c. 22
- ⬭ d. 20

6. $395 + \square = 983$

- ⬭ a. 488
- ⬭ b. 492
- ⬭ c. 592
- ⬭ d. 588

7. $\square - 243 = 195$

- ⬭ a. 58
- ⬭ b. 338
- ⬭ c. 438
- ⬭ d. 339

NAME: _____ CLASS: ____ DATE: _____

MATHEMATICS TEST--LESSON 6

Directions: Read each question carefully.

Which examples would you use to check the following problems?

1. $\begin{array}{r} 987 \\ +439 \\ \hline 1426 \end{array}$

- ⬭ a. $\begin{array}{r} 987 \\ -439 \end{array}$
- ⬭ b. $\begin{array}{r} 439 \\ -987 \end{array}$
- ⬭ c. $\begin{array}{r} 1426 \\ -439 \end{array}$
- ⬭ d. $\begin{array}{r} 439 \\ -1426 \end{array}$
- ⬭ e. NOT HERE

2. $6\overline{)12}$

- ⬭ f. $\begin{array}{r} 2 \\ \times 6 \end{array}$
- ⬭ g. 2/6
- ⬭ h. $\begin{array}{r} 2 \\ -6 \end{array}$
- ⬭ i. $\begin{array}{r} 6 \\ -2 \end{array}$
- ⬭ j. NOT HERE

NAME: _____

3. $2\overline{)24}$

- ⬭ a. 24 x 2 =
- ⬭ b. 12 x 2 =
- ⬭ c. 24 + 2 =
- ⬭ d. 12 + 2 =
- ⬭ e. NOT HERE

4. 983 + ☐ = 1087

- ⬭ f. 983 + 1087 =
- ⬭ g. 1087 - 983 =
- ⬭ h. 983 x = 1087
- ⬭ i. 983 - = 1087
- ⬭ j. NOT HERE

TIP: Remember: Check or solve division examples by multiplying. Check multiplication examples by dividing. Check addition examples by subtracting. Check subtraction examples by adding.

Skill 7: Guess and check

PERFORMANCE OBJECTIVE:

Students will be able to:

check guesses against problem conditions.

EXPLANATION:

. To teach students to guess and check, it is first necessary to encourage students to make guesses. Only when students are comfortable with making guesses can they be taught the essentials of a guess and check strategy.

. Students should be encouraged to make an "educated" guess, something that is possible or likely. Asking students to justify their guesses will familiarize them with the process of looking for the "why" that flows from the guess.

. Be sure students check the guess against the conditions of the problem. For example, the guess can not be an odd number when the question asks for an even number.

. Use the information obtained in checking to make a better guess. For example: use the problem of looking for an odd number between 30 and 40 with repeating digits.

Step 1 All the numbers between 30 and 40 (31, 32, 33, 34, 35, 36, 37,38, 39)
Step 2 All the odd numbers (31, 33, 35, 37, 39)
Step 3 All the odd numbers with repeating digits (33)

The answer = 33

. Continue the refining process until the correct answer is obtained. Sometimes more than three steps are necessary.

. This is probably the simplest and most natural of all the skills and can be successfully utilized with many other topics. If done appropriately, student self-image and classroom climate can benefit greatly.

DEVELOPMENT:

. Say:

- I am thinking of a number. (Ask a student to write a number.)

- My number has 2 digits. (If the student's number is not a 2-digit number, have the student change the number to a 2-digit number.)
- My number is an odd number. (If the student's 2-digit number is not an odd number, the student again must refine the guess.)
- My number is between 40 and 50. (The student further refines the answer.)
- The sum of the digits is 7. What is the number? (The only number between 40 and 50 whose digits add up to 7 is 43.)

FOLLOW-UP:

. Duplicate and distribute Mathematics Worksheet 7A. Ask a student to read question 1.

. Have a student volunteer list all numbers <u>after 20</u> and <u>before 35</u>.

. Ask another student to circle all the even numbers.

. Examine each circled number and ask students the sum of the digits.

. Ask: "Which number, if you add its digits together, has the sum of ten?"

MODEL:

[after 20] [before 35]

21, (22), 23, (24), 25, (26), 27, (28), 29, (30), 31, (32), 33, (34)

sum of the digits = 4	sum of the digits = 6	sum of the digits = 8	sum of the digits = 10	sum of the digits = 3	sum of the digits = 5	sum of the digits = 7

28 satisfies all problem conditions

. Continue to use Mathematics Worksheet 7A to assess mastery of the skills in the lesson.

. Further opportunity to utilize a guess and check strategy may be obtained through the use of Mathematics Worksheet 7B.

. Students will enjoy writing their own guess and check problems. Share the student-created problems with other classes willing to participate in a "math-bee."

TEST:

Duplicate and distribute Mathematics Test--Lesson 7. Ask students to find and read the tip at the bottom of the test paper. Say: "Read the directions while I read them aloud. Does anyone have a question about the directions? REMEMBER! Every question must have an answer. Do not leave any answer blank. Please begin the test."

TEST ANALYSIS:

. Each question presents the first condition and the last condition of a problem. Encourage students to discover intermediate steps when necessary.

. Let students become familiar with using scrap paper.

. For example, in question 1, students should list the numbers between 10 and 20 on their scrap paper.

Students should be able to see a pattern developing so that all products may not have to be worked out.

11 -- product of digits = 1
12 -- product of digits = 2
13 -- product of digits = 3
14 -- product of digits = 4
15
16
17
18
19

. When an answer has been selected, instruct students to check all problem conditions again. The answer 18 has been selected. It is between 10 and 20. The product of its digits is 8. It meets all conditions.

. Ask students to show you the "whys" to their guesses. This will provide the student with the checking mechanism to select the correct answer.

ADDITIONAL TEST QUESTIONS:

The skill of guessing and checking may be utilized with the following test questions:

- Test 3.01 Questions 17, 23
- Test 3.02 Question 8

MATHEMATICS WORKSHEET 7A

NAME:_____ CLASS:_____ DATE:_____

Find the missing numbers.
Solve and check each problem.

The number that is missing comes after 20 but before 35. The number is even. If you add its digits together the sum is ten. Can you find the missing number?

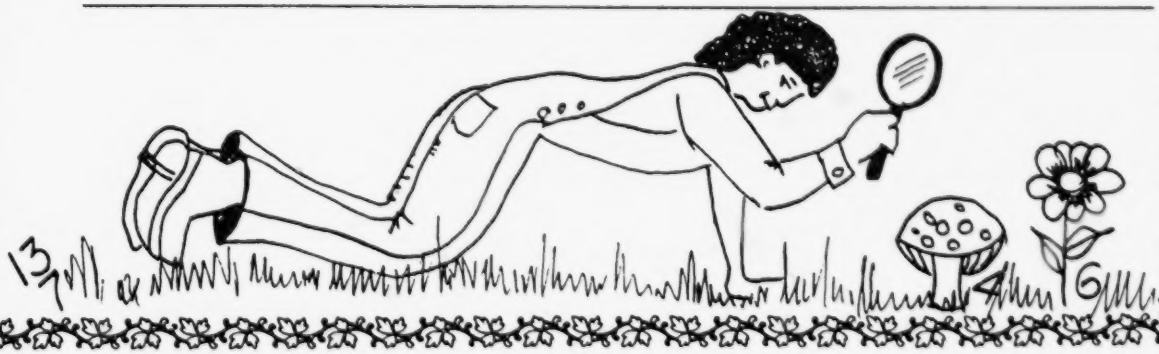
_____

A number is missing. The number is between 10 and 20. It is an odd number. When you subtract the first digit from the second digit the difference is four. Can you find the missing number?

_____

A number is missing. The number is larger than 40 but smaller than 50. It is an even number. When you subtract the first digit from the second digit the difference is 2. Can you find the missing number?

_____



MATHEMATICS WORKSHEET 7B

NAME: _____ CLASS: ____ DATE: _____

Directions: Circle the correct number.

A. Guess My Number.

[3 , 9 , (4), 12]

It is an even number.
It is a number between 1 and 10.

B Guess My Number.

[13 , 64 , 87 , 61 , 7]

It is between 50 and 100.
It is an odd number.
It is less than 75.

C. Guess My Number.

[10 , 20 , 30 , 40]

It is > 10.
It is < 40.
It is not 20.

D. Guess My Number.

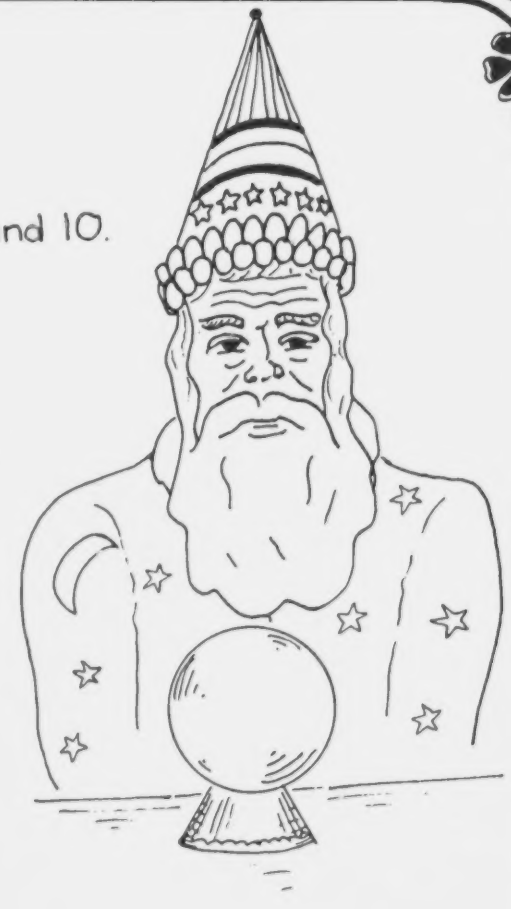
[15 , 36 , 57 , 18 , 3]

It is < 50.
It is > 10.
It is an odd number.

E. Guess My Number.

[26 , 9 , 91 , 16]

It is a two-digit number
It is > 20.
It is not even.



NAME: _____ CLASS: ____ DATE: _____

MATHEMATICS TEST--LESSON 7

Directions: Read each question. Choose the best answer. Fill in the space that has the same letter as the answer you have chosen.

1. Find a number between 10 and 20. The product of its digits is 8.

   ⬭ a. 12
   ⬭ b. 14
   ⬭ c. 16
   ⬭ d. 18
   ⬭ e. 20

2. I am an odd number between 30 and 40. The sum of my digits is 8. What am I?

   ⬭ a. 33
   ⬭ b. 34
   ⬭ c. 35
   ⬭ d. 36
   ⬭ e. 37

3. I am a number between 70 and 80. When you subtract the second digit from the first the difference is 1. What am I?

   ⬭ a. 72
   ⬭ b. 73
   ⬭ c. 74
   ⬭ d. 75
   ⬭ e. 76

4. Find a number between 50 and 60. The product of its digits is 15.

   ⬭ a. 53
   ⬭ b. 54
   ⬭ c. 55
   ⬭ d. 56
   ⬭ e. 57

TIP: Make sure you use all the information before you select your answer.

Skill 8: Testing answer choices

PERFORMANCE OBJECTIVE:

Students will be able to:

test answer choices to determine the correct answer.

EXPLANATION:

- Students sometimes arrive at a solution to a problem which does not appear as an answer choice.
- When NOT HERE is one of the possible choices it is often the correct answer.
- When NOT HERE is is not a choice, the student must choose a test-taking strategy.
- If the student is not comfortable using one of the strategies already presented, he/she may decide to work backwards by testing the answer choices which have been provided.

DEVELOPMENT

- Write the following example and answer choices on the chalkboard.

$396 - \square = 112$

a. 408
b. 384
c. 284
d. 508
e. 185

- Say: "What do we have to do to solve this example?"
- Read the example aloud. Ask the students to rewrite the example in vertical format and solve it.

$$\begin{array}{r} 396 \\ -\square \\ \hline 112 \end{array}$$

- Say: "If the answer you have found does not match any of the choices, NOT HERE could be the answer. When NOT HERE does not appear, use the answer choices one at a time to work backwards.

. First we will try answer choice (a). Write the following example on the chalkboard:

$$\begin{array}{r} 396 \\ -408 \\ \hline 112 \end{array}$$

. Say:

- Is this a possible answer? (no)
- Why? (We cannot take 408 away from 396 and have 112 as a difference.)
- Are there any other answer choices that are too large? (d)
- Why? (508 is too large.)

- We have answer choices (b), (c), and (e) remaining.
- Let's try answer choice (b).

. Write the following on the chalkboard:

$$\begin{array}{r} 396 \\ -384 \\ \hline 112 \end{array}$$

. By using estimation skills the student will be able to eliminate answer choice (b) because 300 minus 300 could not possibly result in 100 in the hundreds place.

. The same reasoning applies to answer choice (e). (3 in the hundreds place, minus 1 in the hundreds place, cannot result in 1 in the hundreds place.

. The only remaining choice is (c). Ask a student to rewrite the example and solve it:

$$\begin{array}{r} 396 \\ -284 \\ \hline 112 \end{array}$$

. Answer choice (c) is correct.

FOLLOW-UP:

. Duplicate and distribute Mathematics Worksheet 8. Because the examples use dollars and cents, prepare play money as a demonstration tool.

. Say:

- Look at example 1.
- How much money do we start with? ($16.90)

. Ask a student to display $16.90 on a table.

. Say:

- How much money do we end with? ($13.20)
- How many pennies do we have? (0)
- How many pennies do we want to end up with? (0)
- How many do we take away? (0)

- Count the dimes.
- How many do we have? (9)
- How many do we want to end up with? (2)

. Ask a student to take away enough dimes so that only two remain. Say:

- How many dimes did you take away? (7)

. Put the seven dimes in a box.

. Say:

- Count the dollars.
- How many do we have? (6)
- How many do we want when we finish? (3)
- Take away enough dollar bills so that only three remain.
- How many did you take away? (3)

. Place the three dollars in the box with the seven dimes.

. Say:

- How many ten dollar bills do we have? (1)
- How many do we want to have at the end? (1)
- How many shall we take away? (0)

. Ask a student to count the money that is left on the table. ($13.20)

. Ask a student to count the money in the box.

. Say:

- How much money is in the box? ($3.70)
- That is the amount we took away.

. Write $3.70 on the box:

$$\begin{array}{r} \$16.90 \\ -\ \boxed{3.70} \\ \hline \$13.20 \end{array}$$

. Ask the students to continue this procedure for the other examples.

. Remind the students to look at the symbol to see if they are to add or subtract.

TEST:

Duplicate and distribute Mathematics Test--Lesson 8. Ask students to find and read the tip at the bottom of the test paper. Say: "Read the directions while I read them aloud. Does anyone have a question about the directions? REMEMBER! Every question must have an answer. Do not leave any answer blank. Please begin the test."

TEST ANALYSIS:

. Ask the students to look at example 1.

. Say:

- What operation is shown by the + sign?
- Try to solve the example. If you cannot solve the example you can try the different answer choices to solve the problem.

- Try answer choice (a).

$$\begin{array}{r} 3040 \\ +\ 8120 \\ \hline 5180 \end{array}$$

- Is this a good choice? (no)
- Why? (By using their estimating skills students will be able to see that 3,000 + 8,000 could never equal 5,000.)
- Are there any other choices we can eliminate because we estimate that they will be too large? (d)
- Why? (3,000 + 8,000 could not equal 5,000.)
- Are there any choices we can eliminate because we estimate they will be too small? (c)
- Why? (3,000 + 1,000 does not equal 5,000.)

. Only answer choices (b) and (e) remain.

. Try answer choice (b).

$$\begin{array}{r} 3040 \\ +\ 2140 \\ \hline 5180 \end{array}$$

. Ask the students to add.

. They will see that choice (b) is correct.

. Try answer choice (e).

$$\begin{array}{r} 3040 \\ +\ 2140 \\ \hline 5180 \end{array}$$

. Looking at the tens place: 40 + 90 will not result with 5 in the tens place.

. The students have checked their work by testing the last answer.

ADDITIONAL TEST ITEMS:

This skill can be utilized with most test items when the student is not comfortable using one of the strategies already presented.

NAME: _____ CLASS: ____ DATE: _____

MATHEMATICS WORKSHEET 8

(1)

$$\begin{array}{r} \$16.90 \\ - \square \\ \hline \$13.20 \end{array}$$

(2)

$$\begin{array}{r} \$96.45 \\ - \square \\ \hline \$31.75 \end{array}$$

(3)

$$\begin{array}{r} \$\square \\ - \ 18.75 \\ \hline \$ \ 6.95 \end{array}$$

(4)

$$\begin{array}{r} \$15.90 \\ + \square \\ \hline \$49.50 \end{array}$$

(5)

$$\begin{array}{r} \$18.75 \\ + \square \\ \hline \$25.70 \end{array}$$

(6)

$$\begin{array}{r} \$62.50 \\ + \square \\ \hline \$88.20 \end{array}$$

NAME: _____ CLASS: ____ DATE: _____

MATHEMATICS TEST--LESSON 8

1.

$$\begin{array}{r} 3040 \\ +\square \\ \hline 5180 \end{array}$$

- ⬭ a. 8120
- ⬭ b. 2140
- ⬭ c. 1204
- ⬭ d. 8080
- ⬭ e. 2190

2.

$$\begin{array}{r} \square \\ +\ 4668 \\ \hline 7221 \end{array}$$

- ⬭ a. 2115
- ⬭ b. 11889
- ⬭ c. 3447
- ⬭ d. 3000
- ⬭ e. 2553

3.

$$\begin{array}{r} \square \\ -\ 2135 \\ \hline 3660 \end{array}$$

- ⬭ a. 1535
- ⬭ b. 5795
- ⬭ c. 7821
- ⬭ d. 5735
- ⬭ e. 1730

4.

$$\begin{array}{r} \$37.59 \\ -\square \\ \hline \$\ 5.16 \end{array}$$

- ⬭ f. $32.75
- ⬭ g. $12.43
- ⬭ h. $32.43
- ⬭ j. $31.44
- ⬭ k. $89.19

DIRECTIONS: Read each question. Then choose the best answer. Fill in the space that has the same letter as the answer you have chosen.

Use the calendar to answer questions 1-4.

June 1983

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1. Which day of the week is June 16th?

(a) Sunday (d) Friday
(b) Tuesday (e) Saturday
(c) Thursday

2. On which day of the week do each of these dates fall?

7th, 14th, 21st, 28th

(f) Tuesday (j) Friday
(g) Wednesday (k) Not Here
(h) Thursday

3. June 25, 1983 can also be written as:

(a) 6/83/25 (d) 6/25/83
(b) 83/6/25 (e) 25/83/6
(c) 83/25/6

4. The time period from June 1st to June 30th is

(f) one month (j) one week
(g) one year (k) Not Here
(h) 31 days

5. How many days are in a week?

(a) 365 (d) 1
(b) 30 (e) 7
(c) 31

6. How many days are in a year?

(f) 1 (j) 365
(g) 30 (k) Not Here
(h) 31

7. How many days are in a leap year?

(a) 12 (d) 365
(b) 30 (e) 366
(c) 32

8. Which of the following is true?

(f) 7 days = 1 week
(g) 12 months = 1 year
(h) 365 days = 1 year
(j) 366 days = 1 leap year
(k) All of the above

Use the calendar to answer question 9 and 10.

MAY 1983

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9. If today's date is May 12, 1983, then yesterday's date was

(a) May 5, 1983
(b) May 11, 1983
(c) May 13, 1983
(d) May 19, 1983
(e) Not Here

10. If today's date is Friday, May 20, 1983, then a week from today would be

(f) Thursday, May 19, 1983
(g) Friday, May 13, 1983
(h) Saturday, May 21, 1983
(j) Friday, May 27, 1983
(k) Not Here

Use the chart below to answer questions 11 and 12.

NOVEMBER

event	day	date
Election Day	Tuesday	11-2
Veteran's Day	Thursday	11-11
Rosanna's Birthday	Wednesday	11-16
Class Play	Monday	11-22
Thanksgiving	Thursday	11-25

11. If Election Day were yesterday, what is today's date?

(a) November 1st
(b) November 2nd
(c) November 3rd
(d) November 9th
(e) Tuesday

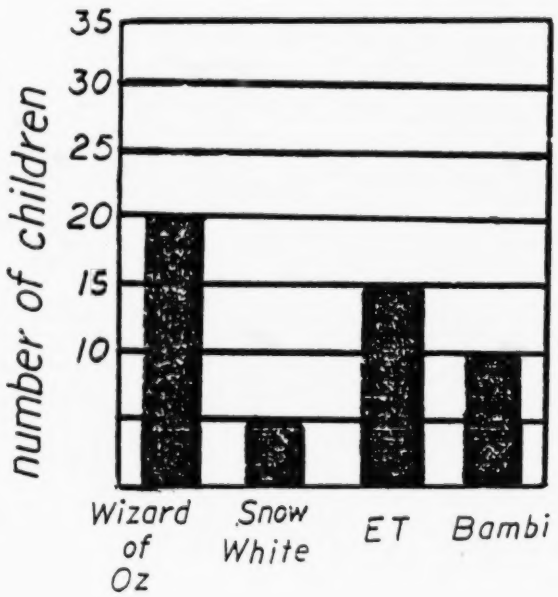
12. If today's date is November 9th, how much time is it before Rosanna's party?

(f) one day
(g) one week
(h) one month
(j) 16 days
(k) Not Here

Use the bar graph below to answer questions 13-16.

CLASS 3A

MOVIES WE LIKED



13. How many children liked the movie, Snow White?

(a) 5
(b) 10
(c) 20
(d) 25
(e) Not Here

14. Which movie was liked the most?

(f) Bambi
(g) E.T.
(h) Snow White
(j) Wizard of Oz
(k) Not Here

15. How many more children liked E.T. than Bambi?

(a) 25
(b) 20
(c) 15
(d) 10
(e) 5

16. Which is true?

(f) more children liked Bambi than E.T.

(g) more children liked Snow White than Wizard of Oz

(h) fewer children liked Snow White than E.T.

(j) fewer children liked E.T. than Bambi

(k) the movie children liked the best was E.T.

17. Which number belongs in the box?

$4 \times \square = 4$

$\square \times 4 = 4$

(a) 0
(b) 1
(c) 8
(d) 16
(e) Not Here

18. Any number multiplied by one

(f) is one more than the number

(g) is one less than the number

(h) is double the number

(j) gives that number back again

(k) Not Here

19. Find the product

3 x 1 = ☐

(a) 0
(b) 2
(c) 3
(d) 4
(e) Not Here

20. What two numbers have a product of 5.

(f) 5, 0
(g) 4, 5
(h) 5, 1
(j) 3,2
(k) 2,3

21. Which number will make both number sentences true?

5 x ☐ = 0
☐ x 5 = 0

(a) 0
(b) 1
(c) 5
(d) 10
(e) 25

22. When a number is multiplied by zero, the answer is always

(f) one

(g) greater than zero

(h) one-half

(j) zero

(k) Not Here

23.

4 x 0 = ☐

(a) 0
(b) 4
(c) 5
(d) 40
(e) Not Here

24. What two numbers have a product of zero?

(f) 5, 1
(g) 4, 4
(h) 3, 1
(j) 2, 2
(k) 5, 0

Use the multiplication table to answer question 25-28.

X	0	1	2	3	4	5		
0	★	★	★	★	★	★	1	
1	★	1	2	3	4	5		
2	★	2	4		8	10		
3	★	3		9	12	15		
4	★	4	8	12		20		
5	★	5	10	15	20	25		

25. Which numeral can be placed in place of the star?

(a) 1
(b) 2
(c) 3
(d) 4
(e) Not Here

26. Which numeral can be used in place of the hand?

(f) 1
(g) 4
(h) 5
(j) 6
(k) Not Here

27. 16 is the product of which two numbers?

(a) 5 x 5
(b) 4 x 4
(c) 5 x 4
(d) 4 x 5
(e) Not Here

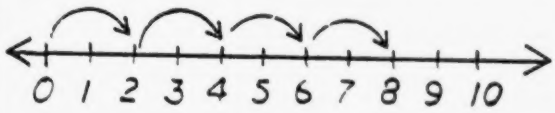
28. The greatest product found on the chart can be made by multiplying

(f) 0 x 0
(g) 1 x 1
(h) 4 x 5
(j) 5 x 4
(k) 5 x 5

29. Which is the multiplication sentence for the picture shown below?

(a) 4 x 4 = 16
(b) 1 x 4 = 4
(c) 3 x 1 = 3
(d) 3 x 4 = 12
(e) Not Here

30.



(f) 1 x 8 = 8
(g) 4 x 2 = 8
(h) 2 x 5 = 10
(j) 5 x 2 = 10
(k) Not Here

31.

$$\begin{array}{r} 2 \\ \times 5 \\ \hline \square \end{array}$$

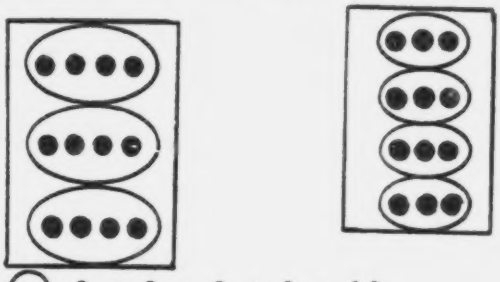
5 x 2 =

(a) 3
(b) 7
(c) 10
(d) 14
(e) Not Here

32. $\begin{array}{r} 5 \\ \times 4 \\ \hline \square \end{array}$ $4 \times 5 = \square$

(f) 1
(g) 9
(h) 18
(j) 20
(k) Not Here

33. Which number sentence tells about the picture?

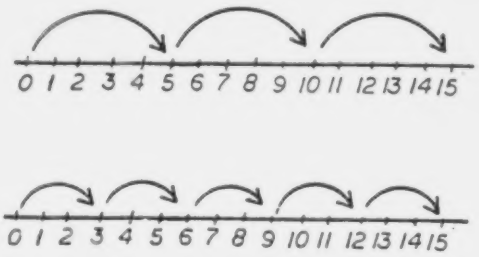


(a) 3 + 3 + 3 + 3 = 12
(b) 12 - 3 = 9
(c) 12 - 4 = 8
(d) 3 x 4 = 4 x 3
(e) Not Here

34. $3 \times 5 = 5 \times \square$

(f) 2
(g) 8
(h) 13
(j) 15
(k) Not Here

35.



Which number sentence describes <u>both</u> number lines?

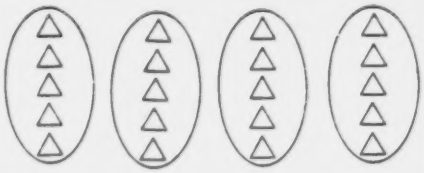
(a) 5 x 3 = 3 x 5
(b) 5 + 5 + 5 = 15
(c) 3 + 3 + 3 + 3 + 3 = 15
(d) 5 x 3 = 15
(e) Not Here

36. If 4 x 2 = 8, then $\square \times 4 = 8$

(f) 2
(g) 4
(h) 6
(j) 14
(k) Not Here

DIRECTIONS: Read each question. Then choose the best answer. Fill in the space that has the same letter as the answer you have chosen.

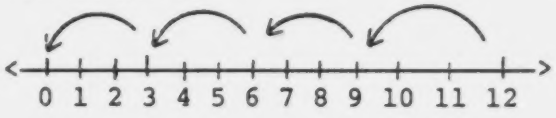
1. Use the picture to find the answer.



$20 \div 4 = \square$

(a) 4
(b) 5
(c) 15
(d) 25
(e) Not Here

2. How many hops of 3 does it take to reach 0?



$12 \div 3 = \square$

(f) 3
(g) 6
(h) 9
(j) 12
(k) Not Here

3. How many groups of 5 are there in 20?

(a) 1
(b) 4
(c) 5
(d) 25
(e) Not Here

4. How many groups of three's in 15?

$3\overline{)15}$

-3 1 three
12
-3 1 three
9
-3 1 three
6
-3 1 three
3
-3 1 three

(f) 3
(g) 5
(h) 6
(j) 9
(k) Not Here

5. $10 \div 2 = \square$ $\square \times 2 = 10$

(a) 5
(b) 8
(c) 12
(d) 24
(e) Not Here

6. Which numeral is covered by the hand?

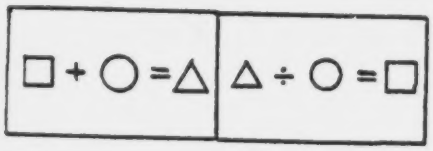
x	4		0	1	5	
1	4	3	0	1	5	2
△	20	15	0	5	25	10
3	12	9	0	3	15	6
	16	12	0	4	20	10
0	0	0	0	0	0	0
2	8	6	0	2	10	4

(f) 5
(g) 4
(h) 3
(j) 2
(k) 1

7. If $\square \times 4 = 20$ and $20 \div 4 = \square$ then $\square =$ _____

(a) 4
(b) 5
(c) 16
(d) 24
(e) Not Here

8. Which three numerals can be used to make a multiplication and division equation?



(f) 3, 4, 5
(g) 2, 3, 6
(h) 3, 4, 7
(j) 2, 4, 6
(k) Not Here

9. At 8 o'clock in the morning, the time can be shown as

(a) noon
(b) evening
(c) 8:00 A.M.
(d) 8:00 P.M.
(e) Not here

10. At night, you get ready for bed at about

(f) 3:00 P.M.
(g) noon
(h) 9:00 A.M.
(j) 9:00 P.M.
(k) 3:00 A.M.

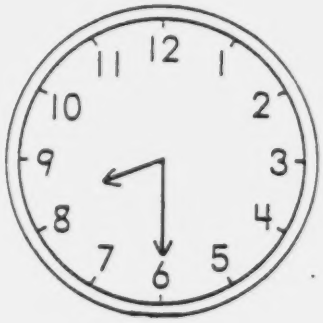
11. When it is two hours before midnight, it is

(a) 10:00 P.M.
(b) 10:00 A.M.
(c) 2:00 p.m.
(d) 2:00 A.M.
(e) Not Here

12. One hour past noon is

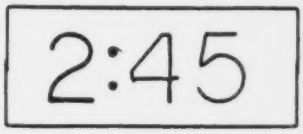
(f) 11:00 P.M.
(g) 11:00 A.M.
(h) 1:00 a.m.
(j) midnight
(k) Not Here

13. I leave my house at the time shown. It takes 5 minutes to walk to school. At what time will I arrive?



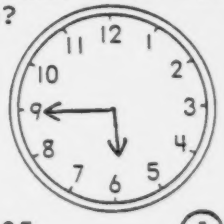
(a) 8:25
(b) 8:30
(c) 8:35
(d) 9:30
(e) 9:35

14. What time will it be in one hour?



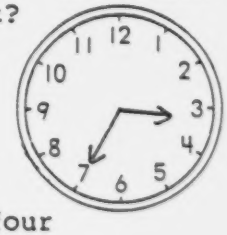
(f) 2:46
(g) 2:55
(h) 3:45
(j) 15 minutes before 3
(k) Not Here

15. Trains leave the station 5 minutes after each hour. At what time will the next train leave?



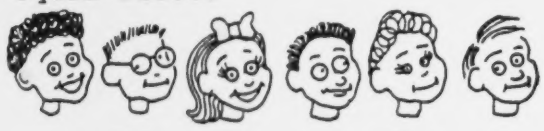
(a) 5:05
(b) 5:55
(c) 6:05
(d) 6:55
(e) 7:05

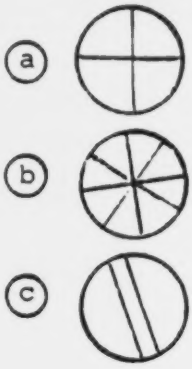
16. I arrived at the dentist's office at the time shown. I was 5 minutes late. What time was my appointment?



(f) half past four
(g) 3:25
(h) 3:40
(j) 7:20
(k) half past three

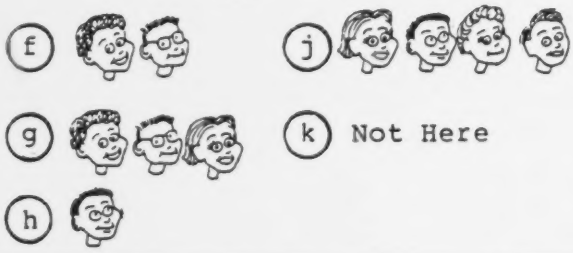
17. Look at the picture. From which pizza would each child receive an equal slice?





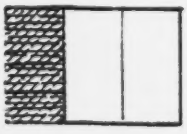
(a)
(b)
(c)
(d)
(e) Not Here

18. Without any more cuts, how many children will share the cake equally?



(f)
(g)
(h)
(j)
(k) Not Here

19. Look at the picture. What part of the wall must be painted to complete the work?



(a) one-half
(b) one
(c) one-third
(d) two-thirds
(e) Not Here

20. Which picture shows halves?

(f)

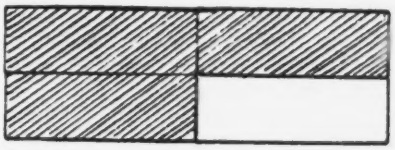
(j)

(g)

(k) Not Here

(h)

21. In the fraction $\frac{3}{4}$, the numerator is



(a) shaded

(b) not shaded

(c) 4

(d) $\frac{1}{4}$

(e) Not Here

22. In the fraction $\frac{2}{3}$ the denominator is

(f) 1

(g) 2

(h) 3

(j) 5

(k) Not Here

23. Which fraction has a numerator of 3?

(a) $\frac{1}{3}$

(b) $\frac{1}{2}$

(c) $\frac{1}{4}$

d $\frac{3}{4}$

e Not Here

24. In the fraction $\frac{5}{6}$

(f) the denominator < the numerator

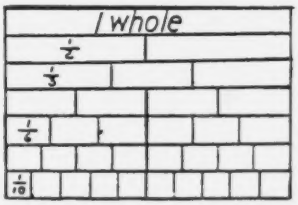
(g) the numerator > the denominator

(h) the shaded boxes are the denominator

(j) there are five parts in the whole

(k) Not Here

Use this picture to answer question 25.



25. Compare the fractions.

$\frac{1}{3}$ ☐ $\frac{1}{2}$

(a) >

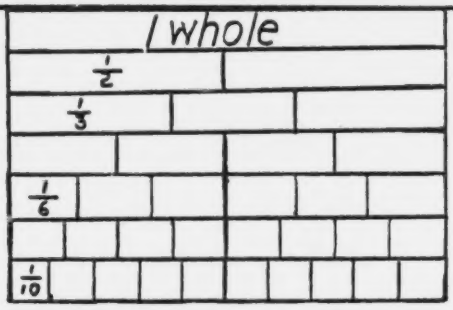
(b) <

(c) $\frac{2}{5}$

(d) =

(e) Not Here

Use this picture to answer questions 26-28.



26. Compare the fractions

$\frac{1}{6}$ ☐ $\frac{1}{8}$

(f) >
(g) <
(h) $\frac{2}{14}$
(j) =
(k) Not Here

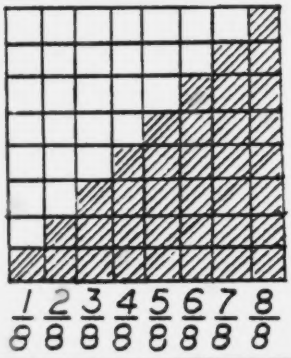
27. Which is true?

(a) $\frac{2}{4} = \frac{1}{2}$
(b) $\frac{1}{6} > \frac{1}{8}$
(c) $\frac{1}{3} < \frac{1}{2}$
(d) $\frac{1}{10} < \frac{1}{4}$
(e) All True

28. Which pair are the greatest and smallest fractions?

(f) $\frac{1}{2}, \frac{1}{3}$
(g) $\frac{1}{2}, \frac{1}{4}$
(h) $\frac{1}{2}, \frac{1}{6}$
(j) $\frac{1}{2}, \frac{1}{8}$
(k) $\frac{1}{2}, \frac{1}{10}$

Use the picture to answer questions 29-31.



29. Compare

$\frac{3}{8}$ ☐ $\frac{4}{8}$

(a) >
(b) <
(c) $\frac{7}{8}$
(d) =
(e) Not Here

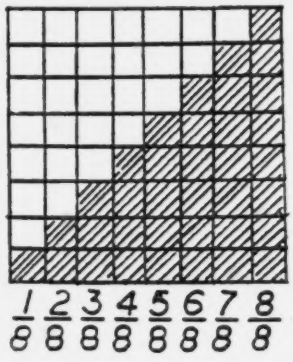
30. Which fraction is smaller than $\frac{2}{8}$?

(f) $\frac{3}{8}$
(g) $\frac{4}{8}$
(h) $\frac{5}{8}$
(j) $\frac{6}{8}$
(k) Not Here

31. Which set of fractions is in order from smallest to greatest??

(a) $\frac{5}{8}, \frac{2}{8}, \frac{3}{8}$
(b) $\frac{7}{8}, \frac{1}{8}, \frac{6}{8}$
(c) $\frac{4}{8}, \frac{3}{8}, \frac{7}{8}$
(d) $\frac{3}{8}, \frac{1}{8}, \frac{2}{8}$
(e) $\frac{4}{8}, \frac{6}{8}, \frac{8}{8}$

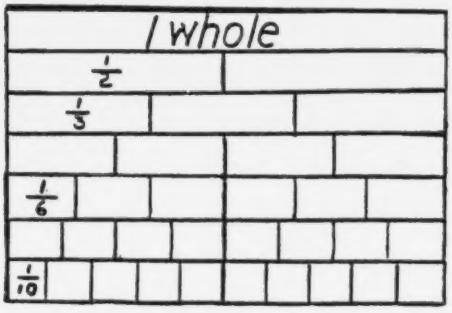
Use the picture to answer question 32.



32. Which pair is in order from greater to smaller?

(f) $\frac{2}{8}, \frac{7}{8}$
(g) $\frac{1}{8}, \frac{6}{8}$
(h) $\frac{6}{8}, \frac{7}{8}$
(j) $\frac{3}{8}, \frac{4}{8}$
(k) $\frac{7}{8}, \frac{1}{8}$

Use the chart to answer questions 33-36.



33. Which fraction is smaller than $\frac{1}{8}$?

(a) $\frac{1}{2}$
(b) $\frac{1}{4}$
(c) $\frac{1}{6}$
(d) $\frac{1}{10}$
(e) Not Here

34. Which fraction is greater than $\frac{1}{3}$?

(f) $\frac{1}{4}$
(g) $\frac{1}{6}$
(h) $\frac{1}{8}$
j $\frac{1}{10}$
k Not Here

35. Compare the fractions

$\frac{1}{10} \square \frac{1}{8}$

(a) >
(b) $\frac{1}{2}$
(c) <
(d) =
(e) Not Here

36. Compare the fractions.

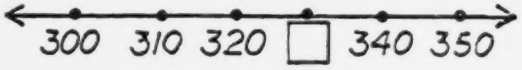
$\frac{1}{6} \square \frac{1}{4}$

(f) >
(g) $\frac{1}{2}$
(h) <
(j) =
(k) Not Here

STOP!

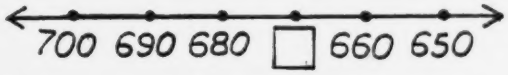
DIRECTIONS: Read each question. Then choose the best answer. Fill in the space that has the same letter as the answer you have chosen.

1. Which number is missing?



(a) 31
(b) 33
(c) 310
(d) 330
(e) Not Here

2. Which number is missing?



(f) 67
(g) 69
(h) 580
(j) 670
(k) Not Here

3. Complete the number pattern.

500, 490, 480, 470,

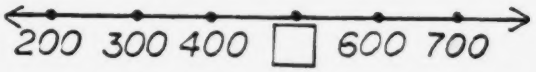
(a) 46
(b) 48
(c) 400
(d) 450
(e) Not Here

4. Complete the number pattern

800, 810, 820, □ 840

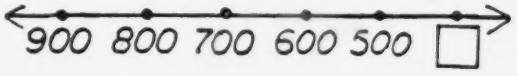
(f) 83
(g) 803
(h) 830
(j) 850
(k) Not Here

5. Which number is missing?



(a) 500
(b) 410
(c) 401
(d) 50
(e) Not Here

6. Which number is missing?



(f) 599
(g) 601
(h) 610
(j) 400
(k) Not Here

7. Complete the number pattern.

300, 400, 500, , 700

(a) 499
(b) 501
(c) 510
(d) 600
(e) 800

8. Complete the number pattern.

800, 700, □ 500, 400

(f) 499
(g) 699
(h) 510
(j) 501
(k) 600

9. 52 rounded to the nearest ten is

(a) 50
(b) 51
(c) 53
(d) 60
(e) 520

10. 358 rounded to the nearest ten is

(f) 357
(g) 359
(h) 360
(j) 368
(k) Not Here

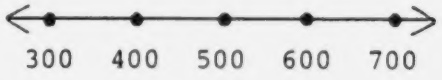
11. 75 rounded to the nearest ten is

(a) 70
(b) 74
(c) 76
(d) 80
(e) Not Here

12. 634 rounded to the nearest ten is

(f) 700
(g) 640
(h) 635
(j) 633
(k) 630

13. 528 rounded to the nearest hundred is



(a) 500
(b) 527
(c) 529
(d) 530
(e) 600

14. 648 rounded to the nearest hundred is

(f) 640
(g) 647
(h) 649
(j) 700
(k) Not Here

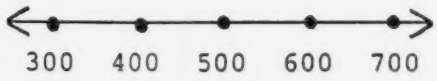
15. 429 rounded to the nearest hundred is

(a) 500
(b) 428
(c) 420
(d) 400
(e) Not Here

16. 712 rounded to the nearest hundred is

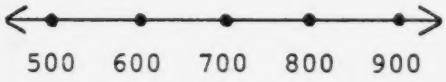
(f) 700
(g) 710
(h) 711
(j) 720
(k) 800

17. Round 457 to the nearest hundred.



(a) 400
(b) 450
(c) 458
(d) 500
(e) Not Here

18. Round 850 to the nearest hundred.



(f) 800
(g) 840
(h) 860
(j) 900
(k) Not Here

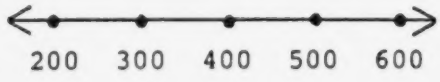
19. 752 rounded to the nearest hundred is

(a) 700
(b) 750
(c) 753
(d) 760
(e) Not Here

20. 658 rounded to the nearest hundred is

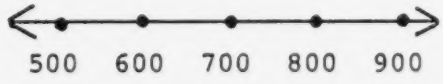
(f) 700
(g) 660
(h) 659
(j) 650
(k) 600

21. Round 463 to the nearest hundred.



(a) 400
(b) 460
(c) 470
(d) 480
(e) Not Here

22. Round 885 to the nearest hundred.



(f) 800
(g) 880
(h) 886
j 890
k Not Here

23. 378 rounded to the nearest hundred is

(a) 400
(b) 380
(c) 379
(d) 377
(e) 370

24. 792 rounded to the nearest hundred is

(f) 700
(g) 800
(h) 790
(j) 791
(k) Not Here

25. 9248 = ☐

(a) 900 + 20 + 40 + 8

(b) 9 + 20 + 400 + 8000

(c) 90 + 200 + 40 + 8

(d) 9000 + 200 + 40 + 8

(e) Not Here

26. 4637 = ☐

(f) 40 + 60 + 30 + 70

(g) 400 + 60 + 37

(h) 4000 + 600 + 30 + 7

(j) 4 + 60 + 300 + 7000

(k) Not Here

27. 5876 is equal to

(a) 5000 + 8 + 7 + 6

(b) 50 + 80 + 70 + 6

(c) 5 + 8 + 7 + 6

(d) 5 + 80 + 700 + 6000

(e) Not Here

28. 9432 is equal to

(f) nine thousands + four hundreds + three tens + two ones

(g) two thousands + three hundreds + four tens + nine ones

(h) nine thousands + three hundreds + four tens + two ones

(j) two thousands + three hundreds + nine tens + four ones

(k) Not Here

29. 4000 + 500 + 60 + 2 = ☐

(a) 4005062

(b) 40562

(c) 45062

(d) 4562

(e) Not Here

30. 6000 + 300 + 20 + 5 = ☐

(f) 6325

(g) 6000325

(h) 63250

(j) 630025

(k) Not Here

31. eight thousand + six hundreds + three tens + seven ones =

(a) 86307

(b) 8060307

(c) 8000637

(d) 860037

(e) Not Here

32. 5 thousands 7 hundreds 3 tens 9 ones =

(f) 5379 (j) 5739
(g) 5397 (k) Not Here
(h) 57309

33. What is the correct way to write

Thousands	Hundreds	Tens	Ones
4	6	7	3

(a) 467,3 (d) 3,764
(b) 4,673 (e) Not Here
(c) 46,73

34. 3 thousands 2 hundreds 8 tens 4 ones =

(f) 3284, (j) 32,84
(g) 4823 (k) Not Here
(h) 3,284

35. 7000 + 600 + 40 + 5 =

(a) 76,45 (d) 7,645
(b) 54,67 (e) Not Here
(c) 764,5

36. Which number is written correctly?

(f) 17,76 j 1,776
(g) 177,6 k Not Here
(h) 1776,

37. Which example would you use to check the sum?

764 Check
+212 ?
976

(a) 976 +212 (d) 976 -212
(b) 976 +764 (e) Not Here
(c) 764 -212

38. Which example would you use to check the sum?

836 Check
+110 ?
946

(f) 110 +946 (j) 836 -110
(g) 946 +836 (k) Not Here
(h) 946 -110

39. Which sum did you check?

Sum	Check
?	986
	-423
	563

a 563 +423

b 986 +423

c 423 -986

d 563 -423

e Not Here

40. Which number makes both examples correct?

		Check
345		
+234		-234
	sum	345

f 975

g 579

h 179

j 111

k Not Here

41. What is the sum of

143
÷125

(a) 862

(b) 22

(c) an odd number

(d) an even number

(e) Not Here

42. The picture shows when you add these together you get

124
+134
268

(f) an odd number

(g) an even number

(h) 150

(j) 110

(k) Not Here

43. Is the sum even or odd?

345
+123
468

(a) odd

(b) even

(c) can't tell

(d) both odd and even

(e) Not Here

44. When you add two even numbers you always get

$$\begin{array}{r} 142 \\ +422 \\ \hline 564 \end{array}$$

(f) an odd number
(g) an even number
(h) a smaller number
(j) both an odd and even number
(k) Not Here

45. Jack saved an odd number of pennies each day for 2 days. What was the sum?

day #1 - odd ☐
day #2 - odd ☐

(a) an even number
(b) 9¢
(c) 11¢
(d) an odd number
(e) 53¢

46. Which "rules" are true?

(f) odd + odd equals even
(g) even + even equals even
(h) odd +even equals odd
(j) even numbers can be divided into two equal groups
(k) all of the above

47. Sam saved 150 baseball cards last year and 225 cards this year. How many cards did he save altogether?

(a) 573
(b) 375
(c) 370
(d) 130
(e) Not Here

48. Kevin sold 275 candy bars and Kathy 220 candy bars. How many did they sell altogether?

(f) 495
(g) 55
(h) 50
(j) 45
(k) Not Here

DIRECTIONS: Read each question. Then choose the best answer. Fill in the space that has the same letter as the answer you have chosen.

1. Which multiplication example describes the array?

(a) 2 x 4 = 8

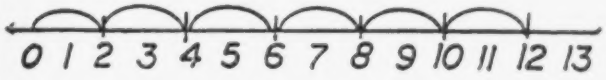
(b) 4 x 3 = 6

(c) 2 + 2 + 2 + 2 = 8

(d) 4 + 4 = 8

(e) Not Here

2. Which example describes the number line?



(f) 6 + 6 = 12

(g) 4 + 4 + 4 = 12

(h) 2 sixes

(j) 6 x 2 = 12

(k) Not Here

3. Which example has the same product as

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \square \end{array}$$

(a) 8 + 2 = □

(b) 8 - 2 = □

(c) 8 x 2 = □

(d) 8 ÷ 2 = □

(e) Not Here

4. What is the product?

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \square \end{array}$$

7 x 2 = □

(f) 5

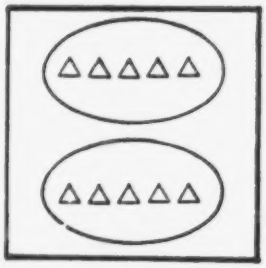
(g) 9

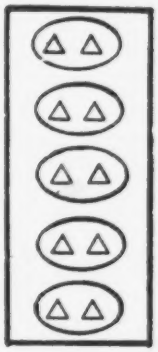
(h) 12

(j) 18

(k) Not Here

5. Which equation describes both pictures?





(a) 2 + 2 + 2 + 2 + 2 = 10

(b) 10 - 2 = 8

(c) 10 - 5 = 5

(d) 2 x 5 = 5 x 2

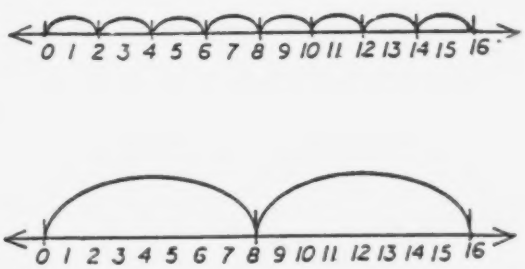
(e) Not Here

6. Which number makes the sentence true?

$2 \times 7 = 7 \times \square$

(f) 5
(g) 9
(h) 14
(j) 16
(k) Not Here

7. Which equation describes both number lines?



(a) 8 x 2 = 16
(b) 2+2+2+2+2+2+2+2 = 16
(c) 8 + 8 = 16
(d) 8 x 2 = 2 x 8
(e) Not Here

8. If 6 x 2 = 12
then $\square$ x 6 = 12

(f) 2
(g) 6
(h) 8
(j) 18
(k) Not Here

9. Kate had 2 bags of marbles. Each bag had 9 marbles. How many marbles did she have?

(a) 20
(b) 12
(c) 18
(d) 5
(e) Not Here

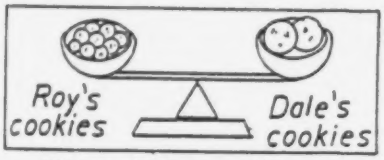
10. How many wheels are on 8 bicycles?

(f) 2
(g) 6
(h) 10
(j) 16
(k) Not Here

11. Ben saved 2¢ a day for 5 days and Bob saved 5¢ a day for 2 days. How many cents did each save?

(a) 14
(b) 10
(c) 7
(d) 3
(e) Not Here

12. Roy weighed nine 2 ounce cookies and Dale weighed 2 nine ounce cookies on the scale at the same time.



What happened?

(f) Roy's were heavier?
(g) Dale's were heavier
(h) Roy's were lighter
(j) Dale's were lighter
(k) Not Here

Go to the next page ▶

13. What is the product?

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \square \end{array} \qquad 6 \times 5 = \square$$

(a) 1
(b) 11
(c) 25
(d) 30
(e) Not Here

14. Which number is covered by the hand?

X	0	1	2	3	4	5
0	0	0	0	0	0	0
1	0	1				
2	0		4			
3	0			9		
4	0				16	
5	0					

(f) 10
(g) 15
(h) 17
(j) 25
(k) Not Here

15. 40 is the product of which two numbers?

(a) 8 x 5
(b) 7 x 5
(c) 6 x 5
(d) 5 x 5
(e) Not Here

16. The greatest product can be made by multiplying

(f) 0 x 5
(g) 1 x 5
(h) 2 x 5
(j) 7 x 5
(k) Not Here

17. If 7 children are to receive 5 cookies each, how many cookies do you need?

(a) 2
(b) 12
(c) 30
(d) 35
(e) Not Here

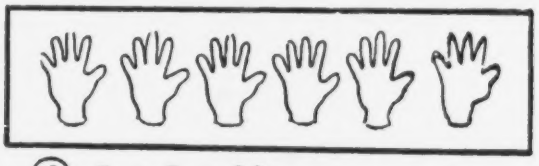
18. Ernest saved 5¢ a day for one week. How much did he save?

(f) 5¢
(g) 6¢
(h) 30¢
(j) 40¢
(k) Not Here

19. Alice, Bob, Cary, Diane, Eddie and Farrah each gave a nickel to the teacher for seed packets. How much did the teacher collect?

(a) 5¢
(b) 10¢
(c) 20¢
(d) 30¢
(e) Not Here

20. Which number sentence describes the picture below?



(f) 5 + 5 = 10
(g) 6 x 5 = 30
(h) 2 x 5 = 10
(j) 2 x 3 = 6
(k) 1 + 1 = 2

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Appendix A:
Communication Arts and Mathematics
Answer Sheets

Name_____ Class _____

Test _____ Date _____

COMMUNICATION ARTS TEST ANSWER SHEET

LAST NAME											FIRST NAME						MI

1	ⓐ	ⓑ	ⓒ	ⓓ	16	ⓐ	ⓑ	ⓒ	ⓓ	31	ⓐ	ⓑ	ⓒ	ⓓ
2	ⓐ	ⓑ	ⓒ	ⓓ	17	ⓐ	ⓑ	ⓒ	ⓓ	32	ⓐ	ⓑ	ⓒ	ⓓ
3	ⓐ	ⓑ	ⓒ	ⓓ	18	ⓐ	ⓑ	ⓒ	ⓓ	33	ⓐ	ⓑ	ⓒ	ⓓ
4	ⓐ	ⓑ	ⓒ	ⓓ	19	ⓐ	ⓑ	ⓒ	ⓓ	34	ⓐ	ⓑ	ⓒ	ⓓ
5	ⓐ	ⓑ	ⓒ	ⓓ	20	ⓐ	ⓑ	ⓒ	ⓓ	35	ⓐ	ⓑ	ⓒ	ⓓ
6	ⓐ	ⓑ	ⓒ	ⓓ	21	ⓐ	ⓑ	ⓒ	ⓓ	36	ⓐ	ⓑ	ⓒ	ⓓ
7	ⓐ	ⓑ	ⓒ	ⓓ	22	ⓐ	ⓑ	ⓒ	ⓓ	37	ⓐ	ⓑ	ⓒ	ⓓ
8	ⓐ	ⓑ	ⓒ	ⓓ	23	ⓐ	ⓑ	ⓒ	ⓓ	38	ⓐ	ⓑ	ⓒ	ⓓ
9	ⓐ	ⓑ	ⓒ	ⓓ	24	ⓐ	ⓑ	ⓒ	ⓓ	39	ⓐ	ⓑ	ⓒ	ⓓ
10	ⓐ	ⓑ	ⓒ	ⓓ	25	ⓐ	ⓑ	ⓒ	ⓓ	40	ⓐ	ⓑ	ⓒ	ⓓ
11	ⓐ	ⓑ	ⓒ	ⓓ	26	ⓐ	ⓑ	ⓒ	ⓓ	41	ⓐ	ⓑ	ⓒ	ⓓ
12	ⓐ	ⓑ	ⓒ	ⓓ	27	ⓐ	ⓑ	ⓒ	ⓓ	42	ⓐ	ⓑ	ⓒ	ⓓ
13	ⓐ	ⓑ	ⓒ	ⓓ	28	ⓐ	ⓑ	ⓒ	ⓓ	43	ⓐ	ⓑ	ⓒ	ⓓ
14	ⓐ	ⓑ	ⓒ	ⓓ	29	ⓐ	ⓑ	ⓒ	ⓓ	44	ⓐ	ⓑ	ⓒ	ⓓ
15	ⓐ	ⓑ	ⓒ	ⓓ	30	ⓐ	ⓑ	ⓒ	ⓓ	45	ⓐ	ⓑ	ⓒ	ⓓ

MATHEMATICS TEST ANSWER SHEET

STUDENT NAME _____ DISTRICT _____

BOARD OF EDUCATION CITY OF NEW YORK

STUDENT NUMBER									TEST						CLASS			GRADE			SCHOOL		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

GOOD MARKS ● ● ● ● ●

BAD MARKS ⊘ Ⓘ ⊘ Ⓝ ⊖

READ EACH QUESTION AND LETTERED ANSWERS. WHEN YOU HAVE DECIDED WHICH ANSWER IS CORRECT FILL IN THE CORRESPONDING CIRCLE. IF YOU CHANGE YOUR MIND, ERASE COMPLETELY. MAKE NO STRAY MARKS.

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	17	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	33	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	18	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	34	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	19	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	35	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	20	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	36	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	21	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	37	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	22	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	38	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	23	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	39	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
8	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	24	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	40	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	25	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	41	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
10	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	26	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	42	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	27	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	43	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
12	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	28	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	44	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	29	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	45	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
14	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	30	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	46	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ
15	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	31	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	47	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
16	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	32	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ	48	Ⓕ	Ⓖ	Ⓗ	Ⓙ	Ⓚ

Appendix B:
Communication Arts Student Passages

Mechanics Skill 2: Skimming and scanning

Directions: Read the following paragraph. Darken the oval next to the main idea.

At the crack of the gun, the race began. Many people dashed forward. Across the world's largest suspension bridge, they trotted. Thousands of track shoes gripped the pavement of the Verrazano Bridge. The entire upper roadway was covered! Ten thousand runners made this New York City Marathon the largest in history.

What is the main idea of the paragraph?

- ⬭ a. When the gun sounded, the race began.
- ⬭ b. Ten thousand runners made this New York City Marathon the largest in history.
- ⬭ c. Thousands of track shoes gripped the pavement of the Verrazano Bridge.
- ⬭ d. The Verrazano Bridge is a long bridge.

Directions: Read the passage. Then read the question and answer choices. Fill in the oval in front of the answer you choose.

Peter and his baby sister Joan get up every school day at ten minutes to nine. School starts at nine o'clock. First, Peter gets washed and dressed. Then he walks to school. It's a long walk and usually takes Peter about twenty minutes. Peter is late for school every day which makes his teacher very upset.

Who walks to school?

a. Joan
b. Peter
c. Peter's sister
d. the teacher

Communication Arts Skill 1: Answering who, what, when, where, and why questions

Paul Chan came to live and work in New York City in 1931. Paul Chan is a painter. Not many painters work the way he does. He does not paint houses. He does not paint little pictures. He paints high above New York's famous Times Square. He paints the huge signs that look down on the people in New York's theater district.

Communication Arts Skill 2: Finding the main idea

Oil has many uses. Oil is used in engines and machines to make them run smoothly. The gasoline used in cars is made from oil. Many homes are heated with oil. Oil is also used in making paints, automobile tires, and plastics.

What is this passage mainly about?

a. Oil Is Used in Many Machines
b. Homes Are Heated with Oil
c. The Many Uses of Oil
d. Oil Is Used to Make Tires

A good breakfast is the most important meal of the day. Experts say that it gives us the energy we need to think and be active. Usually, we haven't eaten since the night before. We need to "break the fast." Our bodies must have nourishment. Food is the fuel that runs our bodies. Start the day with a good breakfast and you'll be glad you did.

1. The main idea of the passage is:

a. a good breakfast is the most important meal of the day
b. our bodies do not need nourishment
c. we need energy to think
d. food is fuel

2. The best title for this passage is:

a. Breaking the Fast
b. A Source of Energy
c. Eating at Nightime
d. Body Fuel

Communication Arts Skill 3: Using words that signal cause and effect

Because Nina had a cold, she stayed home from school. As a result of the cold, Nina felt very tired, and so she stayed in bed all morning. Since she felt better after lunch, she sat up and watched television. Due to Nina's cold, her mother stayed home from work. Nina felt better when her mother gave her a back rub. The next day she went back to school because she felt better.

Communication Arts Skill 5: Using words that signal sequence

Mary is planning her birthday party. Yesterday, she and her father baked a chocolate fudge cake. Today, she and her mother will buy the candy, balloons, and party hats. Tomorrow, Mary plans to decorate the house with the balloons and streamers. Mary can't wait for her party to begin!

1. What will Mary do today?

    a. decorate the house
    b. bake
    c. give more parties
    d. go shopping

2. Tomorrow Mary plans to

    a. put up balloons and streamers
    b. plan her party
    c. buy more candy
    d. bake a fudge cake

3. The first thing Mary did was to

    a. buy party hats
    b. decorate the house
    c. bake a fudge cake
    d. begin the party

Communication Arts Skill 6: Identifying the mood of a character

Doreen slammed the door as she came into the classroom. She had a strange look on her face. She threw her books down on the desk and sat down. Mr. Jones said, "How were the tryouts?" Doreen ignored him. Other students came in and walked past Doreen, laughing and congratulating each other on making the baseball team.

Mario hadn't seen his grandmother for two years. He wanted to visit her in Italy more than anything else in the whole world. He hoped that he would spend the summer with her. One day his father came to his room and told him that his sister would make the visit instead of him.

Roberto Clemente loved children. He often visited sick boys and girls in hospitals all over Puerto Rico. Over the years, he always sent part of the money he earned as a baseball player to his parents.

"My folks took care of me when I was young," he said, "Now they are old, and I can take care of them."

1. Which of the following words best <u>describes</u> Roberto Clemente?

   a. lonely
   b. caring
   c. angry
   d. discouraged

2. How did Roberto Clemente <u>feel</u> about his parents?

   a. ashamed
   b. old-fashioned
   c. anxious
   d. loving

Communication Arts Skill 7: Interpreting figurative language in prose and poetry

Edwin wanted a video game. He tried every trick in the book to get his parents to buy one for him. He pleaded and begged, and he even told his mother he would keep his room clean! The day of Edwin's birthday finally arrived. Sunshine peeked through the blinds in his bedroom. There, at the foot of his bed, Edwin saw something that made his eyes pop out. Edwin's heart pounded like a hammer as he tore the red wrapping paper from a large box. "A video game," shouted Edwin. He was floating on air!

A Summer Morning

I saw dawn creep across the sky,
And all the gulls go flying by.
I saw the sea put on its dress
Of blue midsummer loveliness,
and heard the trees begin to stir
Green arms of pine and juniper
I heard the wind call out and say:
"Get up my dear, it is today!"

Appendix C:
Mathematics Practice Tests

Test 3.05 Division Facts - Guess and Check - Add. - In., Ft., Yd.

DIRECTIONS: Read each question. Then choose the best answer. Fill in the space that has the same letter as the answer you have chosen.

1. $18 \div 2 =$

(a) 4 (d) 8
(b) 6 (e) Not Here
(c) 7

2. $\frac{14}{2} =$

(f) 3 (j) 9
(g) 5 (k) Not Here
(h) 7

3. $2\overline{)8}$

(a) 2 (d) 5
(b) 3 (e) 6
(c) 4

4. $6 \div 2 =$

(f) 1 (j) 4
(g) 2 (k) 5
(h) 3

5. $5\overline{)35}$

(a) 3 (d) 7
(b) 6 (e) 4
(c) 4

6. $15 \div 5 =$

(f) 6 (j) 4
(g) 2 (k) Not Here
(h) 8

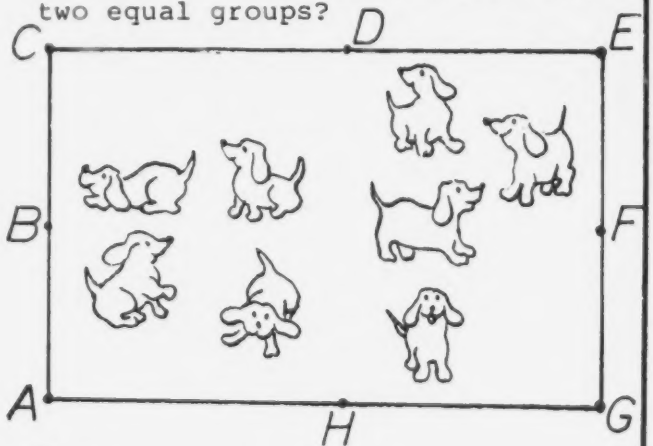
7. $\frac{20}{5}$

(a) 1 (d) 4
(b) 3 (e) 2
(c) 5

8. $5\overline{)45}$

(f) 8 (j) 6
(g) 9 (k) 5
(h) 7

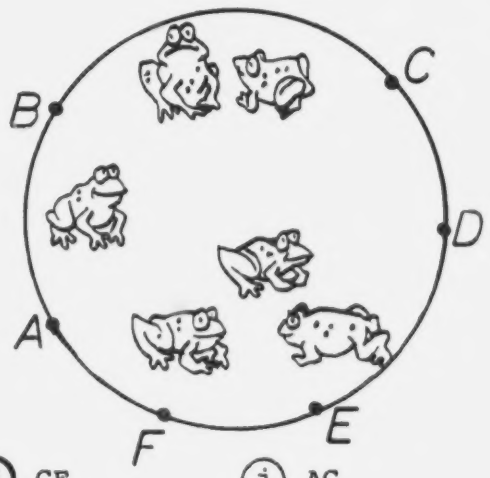
9. Which two points would you connect so that the dogs are divided into two equal groups?



(a) AE (d) BF
(b) CG (e) Not Here
(c) DH

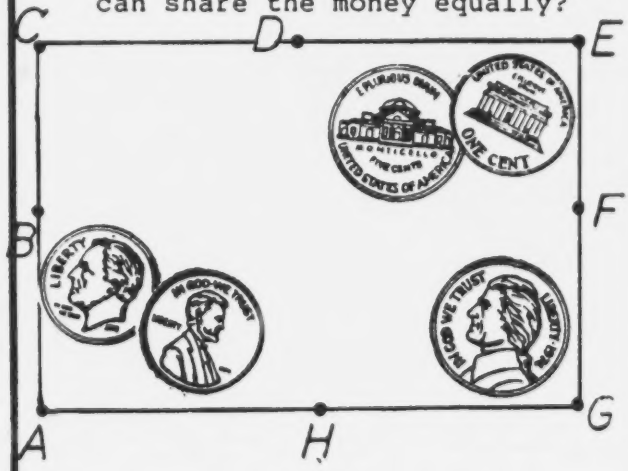
Test 3.05 Division Facts - Guess and Check - Add. - In., Ft., Yd.

10. Which points would you connect so that the frogs are divided into two equal groups?



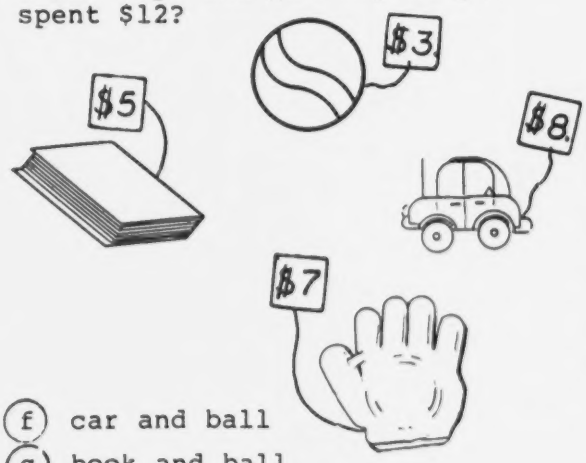
(f) CF
(g) BD
(h) FD
(j) AC
(k) Not Here

11. Which two points would you connect so that Peter and Paul can share the money equally?



(a) CH
(b) HF
(c) BF
(d) EH
(e) Not Here

12. Which toys did you buy if you spent $12?



(f) car and ball
(g) book and ball
(h) car and book
(j) car and glove
(k) Not Here

13.

- I am thinking of a coin
- It is not the smallest in value
- It is the smallest in size
- It is worth 2 nickels

(a) quarter
(b) dime
(c) nickel
(d) penny
(e) Not Here

Go to the next page ▶

Test 3.05 Division Facts - Guess and Check - Add. - In., Ft., Yd.

14.

- I am thinking of a number
- It is less than 24
- It is greater than 15
- It is a multiple of three
- It is an even number

(f) 23
(g) 22
(h) 21
(j) 20
(k) 18

15. Which pair of numbers

- add up to 11
- multiply to 24
- subtract to 5

(a) 6,5
(b) 6,4
(c) 8,3
(d) 7,4
(e) Not Here

16. How much money is under the hand?

- The total amount inside the rectangle is an odd number
- It is less than 20¢
- There are 4 coins altogether

(f) 2¢
(g) 3¢
(h) 4¢
(j) 5¢
(k) Not Here

17.

$$\begin{array}{r} 454 \\ +368 \\ \hline \end{array}$$

(a) 712
(b) 722
(c) 812
(d) 822
(e) Not Here

18.

$$\begin{array}{r} 395 \\ +337 \\ \hline \end{array}$$

(f) 632
(g) 742
(h) 722
(j) 732
(k) 622

19.

$$\begin{array}{r} 413 \\ 165 \\ +237 \\ \hline \end{array}$$

(a) 815
(b) 805
(c) 725
(d) 705
(e) 715

20.
$$\begin{array}{r} 225 \\ 107 \\ +298 \\ \hline \end{array}$$

(f) 510 (j) 600
(g) 515 (k) Not Here
(h) 530

21. Mr. Williams weighs 196 pounds, and Mrs. Williams weighs 138 pounds. How much do they both weigh?

(a) 334 pounds (d) 324 pounds
(b) 58 pounds (e) Not Here
(c) 224 pounds

22. Max sold 147 tickets to the school play. Jose sold 266 tickets. How many tickets were sold in all?

(f) 119 (j) 423
(g) 313 (k) 403
(h) 413

23. The Miller family went on vacation. They drove 263 miles the first day, 108 miles the second day and 355 miles the third day. How many miles did the family travel?

(a) 626 (d) 726
(b) 463 (e) 371
(c) 618

24. The third grade students sold 258 boxes of cookies. The fourth grade sold 225 boxes of cookies and the fifth grade sold 244 boxes of cookies. How many boxes did they sell together?

(f) 727 (j) 637
(g) 739 (k) Not Here
(h) 627

25. 1 foot = ____ inches

(a) 6 (d) 3
(b) 12 (e) 9
(c) 24

26. 3 feet = _____

(f) 18 inches (j) 12 inches
(g) 24 inches (k) Not Here
(h) 1 yard

27. How many inches are in 1 yard?

(a) 36 (d) 12
(b) 24 (e) 18
(c) 3

28. How many feet are in 2 yards?

(f) 12 (j) 3
(g) 8 (k) Not Here
(h) 6

STOP!

Test 3.06 **Multiplication and Division Facts - Locate Information - Solid Figures**

DIRECTIONS: Read each question. Then choose the best answer. Fill in the space that has the same letter as the answer you have chosen.

1. $5 \times 3 = \square$

(a) 15
(b) 8
(c) 2
(d) 10
(e) Not Here

2. $9 \times 3 = \square$

(f) 12
(g) 28
(h) 27
(j) 24
(k) 21

3. $3 \times 7 = \square$

(a) 10
(b) 21
(c) 22
(d) 24
(e) 20

4. $3 \times 3 = \square$

(f) 6
(g) 9
(h) 12
(j) 15
(k) Not Here

5. $4 \times 7 = \square$

(a) 14
(b) 18
(c) 21
(d) 24
(e) Not Here

6. $5 \times 4 = \square$

(f) 20
(g) 24
(h) 25
(j) 9
(k) 21

7. $4 \times 4 = \square$

(a) 0
(b) 8
(c) 16
(d) 20
(e) Not Here

8. $4 \times 1 = \square$

(f) 1
(g) 3
(h) 4
(j) 5
(k) 6

9. Each package has 6 donuts. How many donuts are in 3 packages?

(a) 9
(b) 12
(c) 18
(d) 20
(e) 24

Test 3.06 **Multiplication and Division Facts - Locate Information - Solid Figures**

10. Maria bought four 8¢ stamps. How much did she spend?

(f) 8¢ (j) 30¢
(g) 12¢ (k) Not Here
(h) 24¢

11. Nine students can sit at a table. How many students can be seated at 4 tables?

(a) 9 (d) 13
(b) 32 (e) Not Here
(c) 36

12. Beverly has 3 rings. Amy has 4 times as many. How many rings does Amy have?

(f) 8 (j) 16
(g) 7 (k) 4
(h) 12

13. $24 \div 3 =$

(a) 6 (d) 5
(b) 8 (e) 21
(c) 7

14. $15 \div 3 =$

(f) 1 (j) 5
(g) 2 (k) 7
(h) 4

15. $3\overline{)9}$

(a) 1 (d) 4
(b) 2 (e) 5
(c) 3

16. $\frac{27}{3} =$

(f) 6 (j) 7
(g) 12 (k) Not Here
(h) 8

17. $4\overline{)36}$

(a) 8 (d) 5
(b) 6 (e) 9
(c) 7

18. $4\overline{)16}$

(f) 3 (j) 6
(g) 4 (k) 8
(h) 5

19. $\frac{24}{4} =$

(a) 8 (d) 9
(b) 7 (e) 4
(c) 6

Go to the next page ▶

Test 3.06 **Multiplication and Division Facts - Locate Information - Solid Figures**

20. 12 ÷ 4 =

(f) 8
(g) 2
(h) 6
(j) 3
(k) Not Here

Use the chart below to answer the questions 21-24.

Little League Attendance

People	Mon	Fri	Sat	Sun
Youngsters	22	25	36	38
Men	42	23	25	41
Women	32	25	36	40

21. On which day did 72 women and youngsters attend?

(a) Monday
(b) Friday
(c) Saturday
(d) Sunday
(e) Not Here

22. On which day did the most men attend?

(f) Monday
(g) Friday
(h) Saturday
(j) Sunday
(k) Not Here

23. On which day did 75 men and women attend?

(a) Monday
(b) Friday
(c) Saturday
(d) Sunday
(e) Not Here

24. How many people attended the game on Sunday?

(f) 96
(g) 81
(h) 79
(j) 119
(k) 97

Use this paragraph to answer questions 25-27.

Every morning the children in Mrs. Allen's class did exercises. Maria did 30 jumping jacks. Dwayne did 45 jumping jacks. Carol did 24 jumping jacks. Jose did 14 sit-ups. Robert touched his toes 40 times. Mrs. Allen touched her toes 25 times.

25. How many times did Robert touch his toes?

(a) 30
(b) 25
(c) 45
(d) 14
(e) 40

26. How many different exercises did they do?

(f) 1
(g) 2
(h) 3
(j) 4
(k) Not Here

27. How many jumping jacks did Dwayne and Carol do all together?

(a) 75
(b) 69
(c) 54
(d) 54
(e) 38

Test 3.06 **Multiplication and Division Facts - Locate Information - Solid Figures**

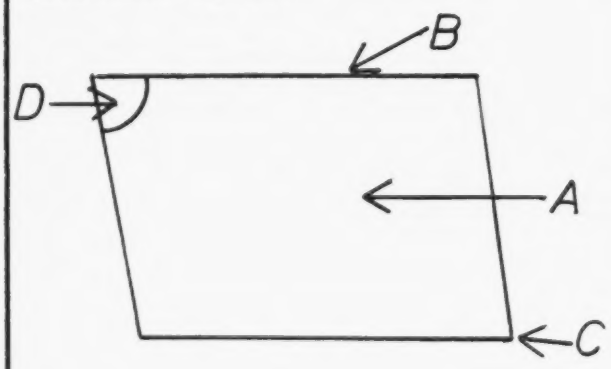
Use this paragraph to answer question 28.

Every morning the children in Mrs. Allen's class did exercises. Maria did 30 jumping jacks. Dwayne did 45 jumping jacks. Carol did 24 jumping jacks. Carol did 24 jumping jacks. Jose did 14 sit-ups. Robert touched his toes 40 times. Mrs. Allen touched her toes 25 times.

28. How many more times did Robert touch his toes than Mrs. Allen?

(f) 25
(g) 15
(h) 65
(j) 35
(k) Not Here

Use the picture below to answer questions 29-32.



29. The letter B is the

(a) vertex
(b) edge
(c) angle
(d) face
(e) sphere

30. The letter D is the

(f) face
(g) vertex
(h) angle
(j) edge
(k) Not Here

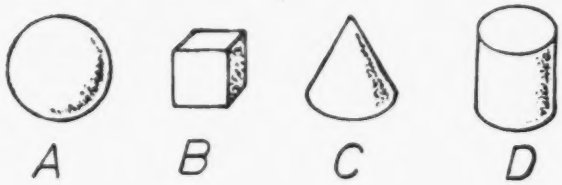
31. The letter A is the

(a) face
(b) vertex
(c) angle
(d) edge
(e) cone

32. The letter C is the

(f) face
(g) vertex
(h) angle
(j) edge
(k) cube

Use the figures below to answer question 33.

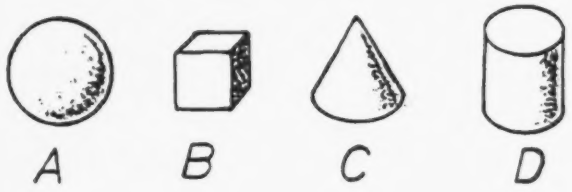


33. Figure A is a

(a) cube
(b) cone
(c) sphere
(d) cylinder
(e) vertex

Test 3.06 **Multiplication and Division Facts - Locate Information - Solid Figures**

Use the figures below to answer questions 34-36.



34. Figure B is a

(f) cube
(g) cone
(h) sphere
(j) cylinder
(k) vertex

35. Figure C is a

(a) cube
(b) cone
(c) sphere
(d) cylinder
(e) vertex

36. Figure D is a

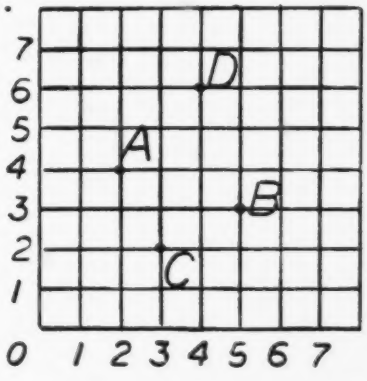
(f) cube
(g) cone
(h) sphere
(j) cylinder
(k) vertex

STOP!

Test 3.07 Coordinate Positions - Open Sentences - Inequalities - Multiplication by Tens - Multiplication Patterns

DIRECTIONS: Read each question. Then choose the best answer. Fill in the space that has the same letter as the answer you have chosen.

Use this diagram to answer questions 1-4.



1. The ordered pair for Point A is

(a) 4,2 (b) 3,5 (c) 2,4 (d) 4,3 (e) 1,4

2. The ordered pair for Point B is

(f) 5,3 (g) 6,4 (h) 3,5 (j) 7,4 (k) 4,7

3. The ordered pair for Point C is

(a) 2,3 (b) 1,2 (c) 2,1 (d) 4,2 (e) Not Here

4. The ordered pair for Point D is

(f) 3,5 (g) 4,6 (h) 6,4 (j) 5,3 (k) 6,3

For examples 5-8, choose the number that completes the open sentence.

5. $14 + \square = 21$

(a) 35 (b) 14 (c) 21 (d) 7 (e) 8

6. $28 \div 7 = \square$

(f) 4 (g) 21 (h) 35 (j) 3 (k) Not Here

7. $\square \times 9 = 36$

(a) 45 (b) 27 (c) 9 (d) 36 (e) 4

8. $35 - \square = 21$

(f) 56 (g) 14 (h) 35 (j) 9 (k) 21

Test 3.07 Coordinate Positions - Open Sentences - Inequalities - Multiplication by Tens - Multiplication Patterns

In examples 9-12, find the solution set for each inequality.

9. $\square \times 3 < 12$

(a) 1,2,3,4
(b) 0,1,2,3
(c) 0,2,4
(d) 1,3,5
(e) 2,3,4,5

10. $6 + \square < 10$

(f) 0,1,2,3
(g) 0,1,2,3,4
(h) 0,1,2,3,4,5
(j) 0,1,2,3,4,5,6
(k) Not Here

11. $9 + \square < 14$

(a) 0,1,2,3,4,5,6
(b) 0,1,2,3,4,5
(c) 0,1,2,3,4
(d) 0,2,4,6,8
(e) 0,1,2,4,6

12. $4 \times \square < 17$

(f) 0,1,3,4,5
(g) 0,2,4,6
(h) 0,1,2,3,4,5
(j) 0,1,2,3,4,5,6
(k) Not Here

13.
$$\begin{array}{r} 10 \\ \times 9 \\ \hline \square \end{array}$$

(a) 80
(b) 90
(c) 100
(d) 20
(e) 40

14.
$$\begin{array}{r} 10 \\ \times 3 \\ \hline \square \end{array}$$

(f) 10
(g) 20
(h) 30
(j) 40
(k) 50

15. $6 \times 10 = \square$

(a) 20
(b) 30
(c) 40
(d) 50
(e) Not Here

16. $4 \times 10 = \square$

(f) 10
(g) 20
(h) 30
(j) 40
(k) 50

Test 3.07 Coordinate Positions - Open Sentences - Inequalities - Multiplication by Tens - Multiplication Patterns

In examples 17-20, choose the number which makes the sentence true.

17. $10 \times 5 = \square \times 10$

(a) 1
(b) 2
(c) 3
(d) 4
(e) 5

18. $6 \times 10 = 60$
$10 \times 6 = \square$

(f) 30
(g) 40
(h) 50
(j) 60
(k) 70

19. $9 \times 10 = \square \times 9$

(a) 9
(b) 10
(c) 11
(d) 12
(e) 13

20. $2 \times 10 = 20$
$\square \times 2 = 20$

(f) 10
(g) 20
(h) 30
(j) 40
(k) 50

In questions 21-24, use the chart below.

X	0	1	2	3	4	5	6	7	8	9	10
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	C	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	A	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	B	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	D	30							

21. In place of A you would put the number

(a) 15
(b) 10
(c) 20
(d) 25
(e) 30

22. In place of B you would put the number

(f) 28
(g) 14
(h) 49
(j) 42
(k) 56

23. In place of C you would put the number

(a) 12
(b) 24
(c) 27
(d) 30
(e) 33

24. In place of D you would put the number

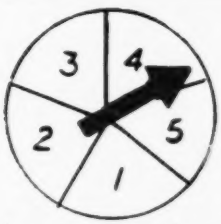
(f) 10
(g) 12
(h) 14
(j) 16
(k) Not Here

STOP!

Test 3.08 Probability - Arrangements - Multiplication By 2- and 3-Digit Numbers - Division - Addition

DIRECTIONS: Read each question. Then choose the best answer. Fill in the space that has the same letter as the answer you have chosen.

1.



Each time you spin the spinner what is the chance of getting a 4?

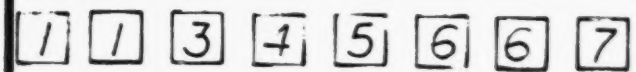
ⓐ 2 out of 5
ⓑ 1 out of 5
ⓒ 3 out of 5
ⓓ 5 out of 5
ⓔ 0 out of 5

2.

You draw a chip without looking, what is your chance of drawing a black chip?

ⓕ 1 out of 7
ⓖ 4 out of 7
ⓗ 0 out of 7
ⓙ 6 out of 7
ⓚ 2 out of 7

For questions 3 and 4, use the diagram below.



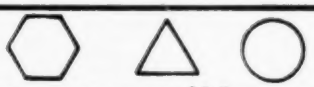
3. Each time you choose a card without looking, what are your chances of picking an even number?

ⓐ 3 out of 8
ⓑ 3 out of 3
ⓒ 0 out of 3
ⓓ 5 out of 8
ⓔ 6 out of 7

4. Each time you choose a card without looking, what are your chances of getting an odd number?

ⓕ 0 out of 5
ⓖ 1 out of 5
ⓗ 4 out of 8
ⓙ 5 out of 8
ⓚ 3 out of 5

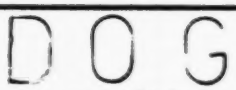
5.



How many possible arrangements can be made from the above set?

ⓐ 1
ⓑ 3
ⓒ 5
ⓓ 7
ⓔ Not Here

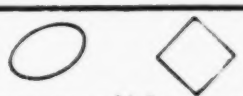
6.



How many possible arrangements can be made from the above set?

ⓕ 2
ⓖ 4
ⓗ 6
ⓙ 8
ⓚ Not Here

7.



How many possible arrangements can be made from the above set?

ⓐ 2
ⓑ 4
ⓒ 6
ⓓ 8
ⓔ Not Here

8. CAT

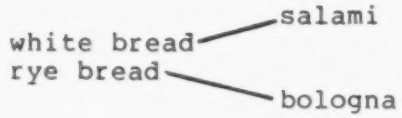
How many possible arrangements can be made from the above set?

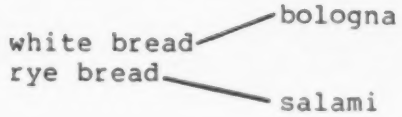
ⓕ 2
ⓖ 3
ⓗ 4
ⓙ 5
ⓚ 6

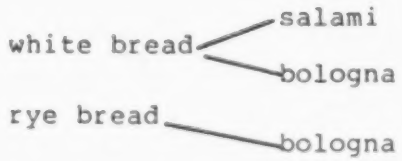
Go to the next page ▶

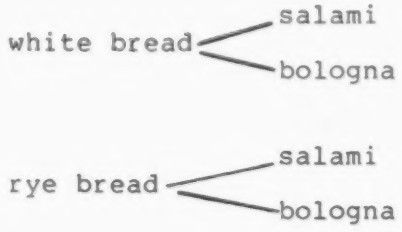
Test 3.08 Probability - Arrangements - Multiplication By 2- and 3-Digit Numbers - Division - Addition

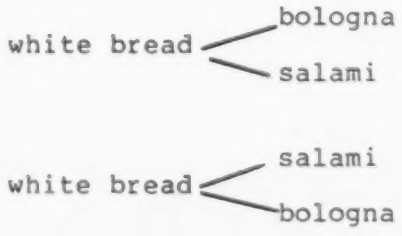
9. Choose the tree diagram which correctly displays the following data: white bread, rye bread, salami, bologna.

(a)


(b)


(c)


(d)


(e)


10. Choose the tree diagram which correctly displays the following data: sneakers, white sox, sandals, blue sox

(f)

(g)

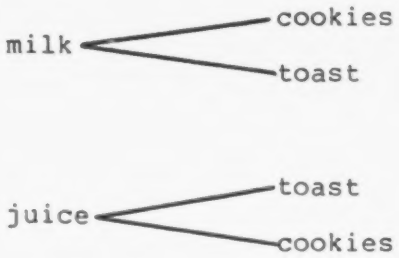
(h)

(j)

(k) Not Here

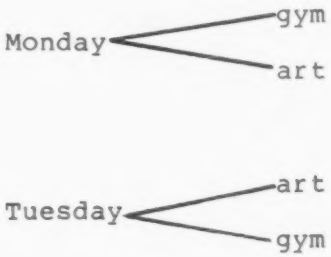
Test 3.08 Probability - Arrangements - Multiplication By 2- and 3-Digit Numbers - Division - Addition

11. From what data was the following tree diagram drawn:



(a) milk, juice, soda, toast
(b) milk, cookies, juice, soda
(c) milk, toast, cookies
(d) milk, juice, toast, cookies
(e) Not Here

12. From what data was the following tree diagram drawn:



(f) art, gym, Monday
(g) gym, art, Tuesday
(h) gym, art, science, Monday, Tuesday
(j) gym, Monday, Tuesday
(k) Not Here

13. 4 x 100 = ☐

(a) 444
(b) 404
(c) 440
(d) 400
(e) 500

14.
$$\begin{array}{r} 100 \\ \times\ 9 \\ \hline \square \end{array}$$

(f) 900
(g) 1,000
(h) 909
(j) 999
(k) 990

15. 3 x 100 = ☐

(a) 333
(b) 330
(c) 303
(d) 313
(e) Not Here

16.
$$\begin{array}{r} 100 \\ \times\ 6 \\ \hline \square \end{array}$$

(f) 600
(g) 666
(h) 606
(j) 660
(k) 760

17.

$$\begin{array}{r} 23 \\ \times 3 \\ \hline \end{array}$$

(a) 26 (d) 29
(b) 66 (e) 29
(c) 69

18. $4 \times 12 = \square$

(f) 56 (j) 48
(g) 58 (k) 46
(h) 16

19.

$$\begin{array}{r} 42 \\ \times 2 \\ \hline \end{array}$$

(a) 84 (d) 64
(b) 48 (e) 42
(c) 44

20. $5 \times 10 = \square$

(f) 15 (j) 65
(g) 55 (k) 60
(h) 50

21. There are 2 fourth grade classes in Jose's school. If there are 33 children in each class, how many fourth grade children are there?

(a) 35 (d) 66
(b) 65 (e) 63
(c) 36

22. Baseball cards come 3 in a package. James bought 21 packages. How many baseball cards does he have?

(f) 63 (j) 54
(g) 23 (k) 61
(h) 24

23. Alice was playing a game of darts. She hit 100 points 4 times. What was her score?

(a) 104 (d) 500
(b) 404 (e) 440
(c) 400

24. Mrs. Smith bought 3 boxes of crayons. There were 12 crayons in each box. How many crayons did Mrs. Smith have?

(f) 35 (j) 15
(g) 16 (k) 36
(h) 32

Test 3.08 Probability - Arrangements - Multiplication By 2- and 3-Digit Numbers - Division - Addition

25. In the example $3\overline{)24}^{\,8}$, the dividend is:

(a) 3
(b) 8
(c) 24
(d))
(e) 32

26. In the example 27 ÷ 9 = 3, the divisor is:

(f) 27
(g) ÷
(h) 9
(j) =
(k) 3

27. In the example 16 ÷ 2 = 8, the quotient is:

(a) 16
(b) ÷
(c) 2
(d) =
(e) 8

28. In the example $5\overline{)30}^{\,6}$, the divisor is:

(f) 5
(g))
(h) 30
(j) 6
(k) Not Here

29.
$$\begin{array}{r} 5632 \\ +7498 \\ \hline \square \end{array}$$

(a) 12020
(b) 12030
(c) 12130
(d) 13120
(e) Not Here

30.
$$\begin{array}{r} 3605 \\ +8396 \\ \hline \square \end{array}$$

(f) 11991
(g) 12001
(h) 11901
(j) 11901
(k) Not Here

31.
$$\begin{array}{r} 4786 \\ +6439 \\ \hline \square \end{array}$$

(a) 11225
(b) 10115
(c) 11125
(d) 10225
(e) 12225

32.
$$\begin{array}{r} 7586 \\ +2968 \\ \hline \square \end{array}$$

(f) 9444
(g) 10454
(h) 9554
(j) 10554
(k) Not Here

Go to the next page ▶

Test 3.08 Probability - Arrangements - Multiplication By 2- and 3-Digit Numbers - Division - Addition

33. 8237 + 28 + 3497 + 2 = ☐

ⓐ 16424 ⓓ 11644
ⓑ 12644 ⓔ 11764
ⓒ 18534

34. 37 + 205 + 927 + 4863 = ☐

ⓕ 6032 ⓙ 1983
ⓖ 6132 ⓚ 6142
ⓗ 19883

35. 4926 + 385 + 16 + 425

ⓐ 5852 ⓓ 1462
ⓑ 5752 ⓔ 14626
ⓒ 14622

36. 36 + 264 + 2180 + 4842

ⓕ 1326 ⓙ 6322
ⓖ 7222 ⓚ 13262
ⓗ 7322

STOP!

Test 3.09 Subtraction Up To 4-Digit Numbers - Perimeter - Problems Using Charts and Models - Count by 2, 5, 3, 4

DIRECTIONS: Read each question. Then choose the best answer. Fill in the space that has the same letter as the answer you have chosen.

1. $\begin{array}{r} 532 \\ -245 \\ \hline \square \end{array}$

(a) 313 (d) 293
(b) 397 (e) 297
(c) 287

2. $\begin{array}{r} 6725 \\ -2466 \\ \hline \square \end{array}$

(f) 4259 (j) 4261
(g) 4341 (k) Not Here
(h) 4359

3. $\begin{array}{r} 424 \\ -235 \\ \hline \square \end{array}$

(a) 211 (d) 291
(b) 189 (e) 200
(c) 219

4. $\begin{array}{r} 5525 \\ -2438 \\ \hline \square \end{array}$

(f) 311 (j) 7963
(g) 3117 (k) Not Here
(h) 3087

5. On Monday 725 youngsters went to the circus. On Tuesday 368 youngsters went to the circus. How many more youngsters went to the circus on Monday?

(a) 1093 (d) 367
(b) 443 (e) Not Here
(c) 357

6. John must travel 5,632 miles to visit his grandmother. Stacey must travel 3,265 miles to visit her grandmother. How much farther must John travel?

(f) 2,367 (j) 2,477
(g) 2,433 (k) 2,373
(h) 3,100

7. Kevin and Edward collect baseball cards. Kevin has 543 cards. Edward has 264 cards. How many more cards does Kevin have?

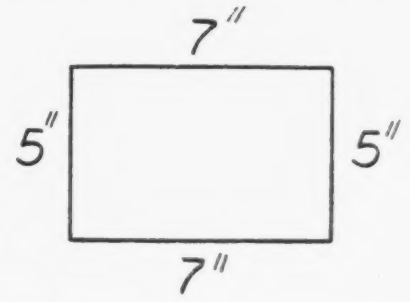
(a) 389 (d) 289
(b) 279 (e) 807
(c) 321

8. The Sanchez family is moving to a new city 736 miles away. If they travel 269 miles the first day, how many miles do they still have to go?

(f) 1005 (j) 577
(g) 467 (k) 473
(h) 533

Test 3.09 Subtraction Up To 4-Digit Numbers - Perimeter - Problems Using Charts and Models - Count by 2, 5, 3, 4

9.



The perimeter of this figure is:

(a) 12"

(b) 35"

(c) 24"

(d) 19"

(e) 17"

10. A figure measures 16 feet + 4 feet + 16 feet + 4 feet. What is the perimeter?

(f) 40 feet

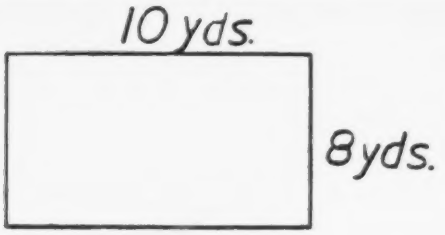
(g) 20 feet

(h) 36 feet

(j) 24 feet

(k) 64 feet

11.



What is the perimeter of this figure?

(a) 80 yards

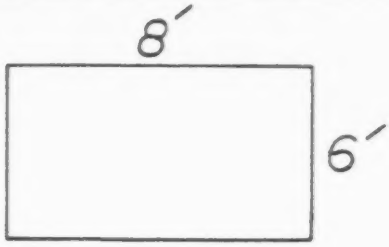
(b) 18 yards

(c) 28 yards

(d) 26 yards

(e) Not Here

12.



The perimeter of this figure is

(f) 20'

(g) 28'

(h) 48'

(j) 22'

(k) 12'

Test 3.09 Subtraction Up To 4-Digit Numbers - Perimeter - Problems Using Charts and Models - Count by 2, 5, 3, 4

13. Choose the answer that shows the least number of coins to make 25 cents.

a

b

c

d

e

14. Choose the answer that shows the greatest number of coins to make 25 cents?

f

g

h

j

k

Test 3.09 Subtraction Up To 4-Digit Numbers - Perimeter - Problems Using Charts and Models - Count by 2, 5, 3, 4

15. Which answer does not show 20 cents?

(a)

(b)

(c)

(d)

(e) Not Here

16. Which answer does not show 15 cents?

(f)

(g)

(h)

(j)

(k)

Go to the next page

Test 3.09 **Subtraction Problems - Perimeter - Models - Count 2, 5, 3, 4**

Use the chart below to answer question 17-20.

How many ways can you show 20 cents using coins?

Dimes	2	1			1	1		
Nickels		2		4		1	2	1
Pennies			20		10	5	10	15
Total	20	20	20	20	20	20	20	20

17. Which question cannot be answered using the chart?

(a) What is the least number of coins?

(b) What is the greatest number of coins?

(c) How many ways can you show 20 cents using coins?

(d) When do we use at least one of each coin?

(e) How can you make change for a quarter?

18. Which question can be answered using the chart?

(f) How many nickels do you use to make a quarter?

(g) How many ways can you show 20 cents using coins?

(h) Which needs more coins, 20 cents or 25 cents?

(j) How many coins do you have?

(k) Not Here

19. Which question cannot be answered by using the chart?

(a) When do we use all the coins at least once?

(b) How many times do we use all the coins at least once?

(c) When do we use only one kind of coin?

(d) How much change did you get?

(e) Not Here

20. Which question can be answered by using the chart?

(f) How much money did you spend?

(g) How much change did you get?

(h) What is the least number of coins needed to make 20 cents?

(j) How many ways can you show 25 cents using coins?

(k) Not Here

21. Choose the answer that shows counting forward by twos.

(a) 500, 498, 496, 494

(b) 210, 212, 208, 206

(c) 490, 488, 486, 484

(d) 320, 322, 324, 326

(e) 620, 623, 626, 629

Test 3.09 Subtraction Up To 4-Digit Numbers - Perimeter - Problems Using Charts and Models - Count by 2, 5, 3, 4

22. Choose the answer that shows counting backward by twos.

(f) 104, 106, 108, 110
(g) 595, 590, 585, 580
(h) 290, 288, 286, 284
(j) 283, 280, 277, 274
(k) Not Here

23. Choose the answer that shows counting forward by twos.

(a) 125, 126, 127, 128
(b) 530, 528, 526, 524
(c) 740, 737, 734, 731
(d) 624, 627, 630, 633
(e) Not Here

24. Choose the answer that shows counting backward by twos.

(f) 980, 978, 976, 974
(g) 974, 976, 978, 980
(h) 487, 484, 481, 479
(j) 479, 481, 484, 487
(k) Not Here

25. Choose the answer that shows counting backward by fives.

(a) 105, 110, 115, 120
(b) 870, 865, 860, 855
(c) 762, 760, 758, 756
(d) 756, 758, 760, 762
(e) Not Here

26. Choose the answer that shows counting backward by fives.

(f) 755, 753, 751, 749
(g) 749, 751, 753, 755
(h) 210, 220, 230, 240
(j) 430, 425, 420, 415
(k) 415, 420, 425, 430

27. Choose the answer that shows counting forward by fives.

(a) 620, 630, 640, 650
(b) 650, 640, 630, 620
(c) 855, 860, 865, 870
(d) 870, 865, 860, 855
(e) Not Here

Test 3.09 Subtraction Up To 4-Digit Numbers - Perimeter - Problems Using Charts and Models - Count by 2, 5, 3, 4

28. Choose the answer that shows counting forward by fives.

(f) 224, 226, 228, 230
(g) 230, 228, 226, 224
(h) 650, 655, 660, 665
(j) 665, 660, 655, 650
(k) Not Here

29. Choose the answer that shows counting forward by threes.

(a) 215, 220, 225, 230
(b) 109, 112, 115, 118
(c) 324, 326, 328, 330
(d) 710, 720, 730, 740
(e) 330, 328, 326, 324

30. Choose the answer that shows counting forward by threes.

(f) 650, 653, 656, 659
(g) 920, 930, 940, 950
(h) 212, 214, 216, 218
(j) 950, 940, 930, 920
(k) 659, 656, 653, 650

31. Choose the answer that shows counting backward by threes.

(a) 990, 993, 996, 999
(b) 710, 720, 730, 740
(c) 355, 350, 345, 340
(d) 999, 996, 993, 990
(e) 340, 345, 350, 355

32. Choose the answer that shows counting backward by threes.

(f) 109, 112, 115, 118
(g) 530, 525, 520, 515
(h) 127, 124, 121, 118
(j) 510, 520, 530, 540
(k) Not Here

33. Choose the answer that shows counting backward by fours.

(a) 240, 238, 236, 234
(b) 797, 794, 791, 788
(c) 234, 236, 238, 240
(d) 200, 196, 192, 188
(e) 188, 192, 196, 200

Test 3.09 Subtraction Up To 4-Digit Numbers - Perimeter - Problems Using Charts and Models - Count by 2, 5, 3, 4

34. Choose the answer that shows counting backward by fours.

(f) 188, 184, 180, 176

(g) 176, 170, 184, 188

(h) 172, 174, 176, 178

(j) 178, 176, 174, 172

(k) Not Here

35. Choose the answer that shows counting forward by fours.

(a) 120, 122, 124, 126

(b) 198, 196, 194, 192

(c) 224, 227, 230, 233

(d) 233, 230, 227, 226

(e) Not Here

36. Choose the answer that shows counting forward by fours.

(f) 604, 606, 608, 610

(g) 610, 614, 618, 622

(h) 622, 618, 614, 610

(j) 328, 330, 332, 334

(k) 334, 332, 330, 328

STOP!

Test 3.10 Order Numbers - Ratio - Ordinal Numbers - Patterns

DIRECTIONS: Read each question. Then choose the best answer. Fill in the space that has the same letter as the answer you have chosen.

1. Order these numbers from smallest to largest: 638, 836, 368.

(a) 638, 368, 836
(b) 368, 863, 638
(c) 836, 638, 368
(d) 368, 638, 836
(e) 638, 836, 368

2. Order these numbers from largest to smallest: 239, 242, 253.

(f) 239, 253, 242
(g) 253, 239, 242
(h) 253, 242, 239
(j) 242, 253, 239
(k) 239, 242, 253

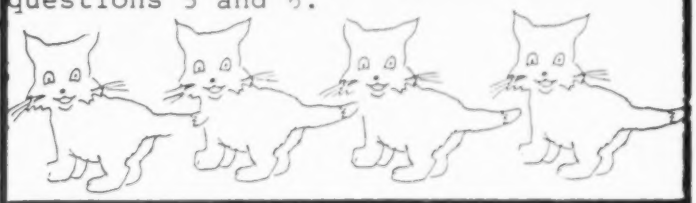
3. Order these numbers from largest to smallest: 704, 470, 407.

(a) 704, 470, 407
(b) 704, 407, 470
(c) 407, 470, 704
(d) 470, 704, 407
(e) 470, 407, 704

4. Order these numbers from smallest to largest: 516, 561, 651.

(f) 516, 651, 561
(g) 651, 561, 516
(h) 561, 516, 651
(j) 651, 516, 561
(k) 516, 561, 651

Use the picture below to answer questions 5 and 6.



5. The ratio that represents the number of ears to kittens is:

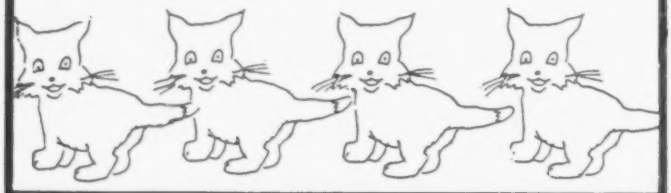
(a) $\frac{3}{1}$
(b) $\frac{1}{2}$
(c) $\frac{8}{4}$
(d) $\frac{4}{8}$
(e) Not Here

6. The ratio that represents the number of tails to kittens is:

(f) $\frac{4}{1}$
(g) $\frac{2}{1}$
(h) $\frac{1}{2}$
(j) $\frac{5}{3}$
(k) $\frac{4}{4}$

Test 3.10 Order Numbers - Ratio - Ordinal Numbers - Patterns

Use the picture below to answer questions 7 and 8.



7. The ratio that represents the number of kittens to eyes is:

(a) $\frac{4}{8}$ (d) $\frac{4}{2}$

(b) $\frac{8}{4}$ (e) $\frac{3}{2}$

(c) $\frac{2}{1}$

8. The ratio that represents the number of paws to kittens is:

(f) $\frac{4}{16}$ (j) $\frac{16}{8}$

(g) $\frac{16}{4}$ (k) $\frac{8}{16}$

(h) $\frac{4}{8}$

9.

In the picture above, which square is darkened?

(a) fourth from the right

(b) fourth from the left

(c) third from the right

(d) fifth from the left

(e) third from the right

10.

In the picture above, which circle is darkened?

(f) seventh from the right

(g) tenth from the left

(h) sixth from the right

(j) ninth from the right

(k) tenth from the right

11.

In the picture above, which triangle is darkened?

(a) eleventh from the right

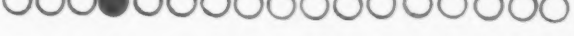
(b) second from the left

(c) eleventh from the left

(d) third from the right

(e) Not Here

12.



In the picture above, which circle is darkened?

(f) third from the left

(g) third from the right

(h) fourth from the right

(j) fourth from the left

(k) fourteenth from the left

Go to the next page ▶

Test 3.10 Order Numbers - Ratio - Ordinal Numbers - Patterns

In questions 13-16, choose the answer that completes the pattern.

13. 15 12 9 6 ☐

(a) 9
(b) 2
(c) 4
(d) 3
(e) Not Here

14. 4 9 14 19 ☐

(f) 24
(g) 23
(h) 34
(j) 14
(k) Not Here

15. 55 46 37 28 ☐

(a) 18
(b) 19
(c) 20
(d) 21
(e) 22

16. 12 20 28 36 ☐

(f) 42
(g) 40
(h) 44
(j) 48
(k) 46

In questions 17 and 18, choose the arrangement that forms a pattern.

17.

9	13	21
5	17	

(a) 21, 5, 17, 13, 9
(b) 21, 13, 9, 5, 17
(c) 5, 21, 17, 13, 9
(d) 5, 9, 13, 17, 21
(e) 17, 21, 13, 9, 5

18.

20	40	60
10	30	50

(f) 50, 10, 20, 40, 30, 60
(g) 20, 60, 50, 30, 40, 10
(h) 30, 50, 60, 40, 10, 20
(j) 10, 20, 30, 40, 50, 60
(k) Not Here

In questions 19 and 20, choose the answer that states the rule for the pattern.

19. 18, 27, 36, 45

(a) add 9
(b) subtract 9
(c) add 8
(d) subtract 8
(e) add 7

20. 15 13 11 9

(f) add 1
(g) subtract 1
(h) add 2
(j) subtract 2
(k) add 3

STOP!

Appendix D:
Matrices and Answer Keys for Communication Arts Worksheets, Tests, and Review Tests

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ANSWER KEYS FOR COMMUNICATION ARTS WORKSHEETS

Worksheet 1

1. b
2. b
3. a
4. d
5. c

Worksheet 2

1. b
2. a
3. b
4. c

Worksheet 3A

1.
   a. effect
   b. cause
   c. cause

2.
   a. cause
   b. effect

3.
   a. cause
   b. effect
   c. cause

Worksheet 3B

1. a
2. b
3. a
4. a

Worksheet 4

1. unreal
2. real
3. real
4. unreal
5. unreal
6. real
7. real
8. unreal
9. unreal
10. real

Worksheet 5

1. d
2. c
3. c
4. d

Worksheet 6

1. a
2. b
3. a
4. c
5. c
6. a

Worksheet 7

1. a
2. d
3. b
5. c*
6. c
7. a

ANSWER KEYS FOR COMMUNICATION ARTS TESTS

Test 1

1. d
2. c
3. d
4. a

Test 2

1. b
2. c
3. b
4. b
5. c

Test 3

1. c
2. d
3. a
4. a
5. b
6. d

Test 4

1. b
2. c
3. d
4. a
5. a

Test 5

1. b
2. a
e. d
4. b

Test 6

1. b
*2. c
3. b
4. c

Test 7

1. a
2. b
3. b
4. b
5. b
6. a
7. b
8. a
9. b
10. b

* (See page 59 for explanation of starred items.)

ANSWER KEYS FOR COMMUNICATION ARTS TESTS (continued)

Test 8

Part 1	Part 2	Part 3
1. c	11. b	21. c
2. a	12. a	22. b
3. a	13. b	23. a
4. d	14. b	24. c
5. a	15. c	25. c
6. b	16. a	
7. d	17. d	
8. c	18. c	
9. a	19. b	
10. d	20. b	

Test 9

Part 1	Part 2
1. spring	21. town
2. which	22. walk
3. rock	23. shine
4. find	24. light
5. rich	25. 2
6. sat	26. 3
7. chair	27. 1
8. share	28. 4
9. met	29. it is
10. he	30. they would
11. tell	31. he will
12. paw	32. boiling
13. much	33. marches
14. low	34. boots
15. stir	35. retell
16. lurk	36. recycle
17. meek	37. unlit
18. look	38. quietly
19. peach	39. peaceful
20. boiling	40. played

ANSWER KEYS FOR COMMUNICATION ARTS REVIEW TESTS

Review Test I

ANSWER KEY

Part 1			Part 2		
1.	b	main idea	11.	a	detail (when)
2.	c	detail (what)	12.	d	main idea
3.	b	sequence*	13.	c	detail (what kind of)
4.	d	cause and effect	14.	d	cause and effect
5.	c	detail (which)	15.	c	detail (how many)
6.	d	detail (who)	16.	a	detail (where)
7.	a	cause and effect	17.	b	sequence
8.	a	mood*	18.	b	cause and effect
9.	b	sequence*	19.	a	detail (what)
10.	c	main idea	20.	c	main idea

* (See page 59 for explanation of starred items.)

Review Test II

ANSWER KEY

Part 1

1.	a	main idea
2.	d	mood
3.	a	detail (what)
4.	c	sequence
5.	b	main idea
6.	d	figurative language
7.	d	detail (when)
8.	a	mood/character analysis
9.	c	detail (what)
10.	b	main idea

Part 2

11.	c	figurative language
12.	b	figurative language
13.	a	figurative language
14.	a	figurative language

Part 3

15.	b	Real and unreal
16.	a	Real and unreal
17.	b	Real and unreal
18.	b	Real and unreal
19.	c	Real and unreal
20.	c	Real and unreal
21.	a	Real and unreal

Appendix E: Cloze and the DRP

THE CLOZE PROCEDURE

In 1953, Wilson Taylor introduced the cloze procedure as a means of measuring reading comprehension. In the cloze procedure, the student is given a reading passage from which words have been randomly deleted and replaced by blanks. Most frequently, it is every fifth word that is deleted. The student's task is to replace the missing words with the words the author actually used.

While the process for completing a cloze passage clearly differs from the way we normally read, the processes used to fill in the blank parallel the processes required to understand normal text without blanks. Current theories of reading suggest that comprehension is a product of the reader's own knowledge interacting with the information on the written page. Cloze taps this interaction. This appears to be the reason that cloze is a good measure of reading comprehension.

DEGREES OF READING POWER

While reading comprehension tests have traditionally used questions to measure understanding, a number of recent tests use the cloze procedure. The Degrees of Reading Power (DRP)* developed for the Reading Competency Testing Program in the State of New York, uses a modified version of the cloze procedure. As with any test, students will do their best if they understand what the test requires.

This example illustrates a DRP cloze passage:

> Bridges are built to allow a continuous flow of highway and railway traffic across water lying in their paths. But engineers cannot forget the fact that river traffic, too, is essential to our economy. The role of ___1___ is important. To keep these vessels moving freely, bridges are built high enough, when possible, to let them pass underneath. Sometimes, however, channels must accommodate very tall ships. It may be uneconomical to build a tall enough bridge. The ___2___ would be too high. To save money, engineers build movable bridges.

1. a) wind b) boats
   c) weight d) wires
   e) experience

2. a) levels b) cost
   c) standards d) waves
   e) deck

*Degrees of Reading Power (New York: College Board).

Unlike cloze exercises with random deletion of words, each DRP passage has just a few carefully constructed blanks and five multiple choice options for filling in each blank. The passage has been written to draw on as little outside information as possible, so that success on DRP questions is dependant on reading and understanding the material on the test. To answer a DRP question, students need to use the context of the entire passage to narrow the possible choices, and they need to focus on the relationships between the blank and the sentences around it. For example, to complete blank 1, the student must refer to the preceding sentences, because the sentence with the blank summarizes the preceding information when the word "boats" is filled in. To complete blank 2, the student must see that the words "uneconomical" and "money" are clues that suggest cost is involved; the word "too" is the indication that it is is the cost and not the bridge that is too high.

TEACHING STRATEGIES

Success on the DRP is dependent not only on the student's reading ability, but also on the ability to answer cloze items. To do this successfully, the student must use the surrounding context--meaning and sentence structure--to pick the word that best completes the passage. Students need a general process for dealing with cloze items and specific instruction to help them develop sensitivity to the meaning and structure clues that signal the correct answer.

. Teach students the following steps for answering any DRP question:

1. Read the entire passage.
2. Fill in the missing words.
3. Reread the completed passage to make sure it makes sense.

. Use sentences such as the following to reinforce awareness of signal language. Use guided discussion to help students become alert to the subtle, but very significant, importance of signals words.

The dinosaur was large, but the dinothere was _____.

a) happy b) big c) huge

Ask:

- What is the signal word? (but)
- What does it signal? (difference, comparison) (Discuss.)
- You may not know what a dinothere is, but you do know that it is compared with a dinosaur and it is different.
- Let's examine the choices: a) happy: this is the correct word class (adjective) but the incorrect meaning (not comparable to "large"); b) big: this is the correct word class but the incorrect meaning. Although it is comparable, it is not different from "large"; c) huge: this is the correct word class and the correct meaning, because it is both comparable and different.

I _____ while I was asleep.

a) skated b) happy c) dreamed

Ask:

- What is the signal word? (while)
- What does it signal? (more than one event happening at the same time) (Discuss.)
- The deleted word, therefore, must be an activity that can occur at the same time as you sleep.
- Let's examine the choices: a) skated: this is the correct word class (verb), but the incorrect meaning. Skating and sleeping are not reasonable simultaneous events; b) happy: this is incorrect syntactically (adjective). There is no further need to discuss it; c) dreamed: this is the correct word class and the correct meaning. Dreaming and sleeping can occur at the same time.

. Use a sentence such as the following to sensitize students to subtle words that signal meaning. For example:

The building is tall _____ an obelisk.

a) but b) red c) like

Ask:

- What kind of word is missing? (a connective)
- What kind of connection is suggested? (comparison)
- In order to complete this sentence, we need one word which will show a comparison between a building and an obelisk (even though you may not know what an obelisk is). Note that one adjective (tall) describes both the building and the obelisk.
- Let's examine the choices: a) but: it is the correct word class (connective), it suggests comparison, but it also suggests difference and only one description (tall) is given; b) red: this is the incorrect word class (adjective); c) like: this is the correct word class and the correct meaning: comparison of two objects that share one adjective.

. Signal words and phrases in DRP passages are important clues to the selection of the words that will correctly replace deletions. These words and phrases are almost impossible to define. They are learned through experience and much repetition until they are a functional part of the student's vocabulary. Remind students of the signal words they have learned throughout the lessons in this manual, and have them search for these words on practice cloze passages:

Cause-effect relationship	because; since; therefore; consequently; as a result; the effect of; on account of; one cause of; if....then; so; for this reason

Time/order sequence	first, second, all ordinal numbers; later; next; then; finally; at the beginning; now; before; after; when; yesterday; tomorrow; today; at the same time; following; preceding; during; while; days of the week; months of the year
Classification: (objects, events and ideas that share a common characteristic or connection, but not necessarily a cause-effect relationship or time/order sequence)	an example of; such as; for instance; also; one kind of; another
Comparison/Contrast	similar to; like; alike; unlike; compared to; not only _____ but; although; however; while; on the other hand; either _____ or; neither _____ nor; even; greater than; less than; in spite of

Appendix F: Test-related Vocabulary and Model Test Questions

This appendix includes lists of signal words that mark relationships among ideas, homonyms, antonyms and synonyms, multiple-meaning words, and model test questions. Use these lists as resources in planning lessons on test-taking skills.

SIGNAL WORDS

I. Signals indicating additional ideas

A. Signals pointing to coordinating ideas

And	Furthermore	Besides	Likewise
Also	Plus	Too	Similarly
Another	Otherwise	After That	
In Addition	Moreover	Not Only But Also	

B. Signals pointing to final or concluding ideas

Consequently	In Conclusion	Then	For this Reason
Thus	In Summation	To Sum Up	As You Can See
Hence	At Last	In Brief	In Short
Therefore	Finally	In the End	

II. Signals indicating a change in ideas

In Contrast	On the Other Hand	For All That	Except
On the Contrary	Nevertheless	Yet	
Opposed To	But	Still	
Conversely	In Spite of	To The Contrary	
	Although	However	

III. Signals pointing to relationships

A. Time Relationships

In The First Place (Second, Etc.)	Next	Formerly
Thereafter	Last	Previously
Finally	Later	Hereafter
In Retrospect	Before, Before That	Immediately
Now	After, After That	At Length
Then	At The Same Time	At Last
To Begin With	Following	Meanwhile
	Since, Since Then	Finally
	Soon	

B. Space Relationships

Here	Close	By	Further On	To The East
There	Far	Away	Above	Westward
Yonder	Near	Everywhere	Beneath	Under
				Across

C. Related in degree

Mere	Many	Little	Some	Best	Fewer	Greater	Above All
Only	More	Less	All	Worst	Fewest	Greatest	
	Most	Least	Almost				

D. Pointing Signals

This	That	One	Some
These	Those	Several	Few

HOMONYMS

write-right-rite
stationery-stationary
marry-merry
flue-flu-flew
plane-plain
pail-pale
wait-weight
choo-chew
beat-beet
sore-soar
grown-groan
but-butt
prey-pray
ring-wring
hail-hale
horse-hoarse
hear-here
rode-road
fairy-ferry
real-reel
ant-aunt
main-mane-Maine
die-dye
bore-boar
course-coarse
fair-fare
pause-paws
piece-peace
pour-poor
lye-lie

principal-principle
pair-pare-pear
cite-sight-site
choose-chews
capital-capitol
lean-lien
past-passed
sent-cent-scent
mist-missed
mail-male
thrown-throne
sleight-slate
knight-night
dough-doe
red-read
would-wood
we-wee
ate-eight
sail-sale
air-heir
feet-feat
sun-son
way-weigh
do-dew-due
peel-peal
eye-I-aye
shear-sheer
soul-sole
vale-veil
stare-stair

guest-guessed
need-knead
wave-waive
close-clothes
buy-by
know-no
be-bee
blue-blew
loan-lone
dear-deer
nun-none
load-lode
threw-through
new-knew-gnu
great-grate
bear-bare
week-weak
not-knot
you-ewe
tear-tier
hair-hare
tow-toe
clause-claws
seem-seam
rain-reign-rein
sense-cents-scents
bough-bow
creek-creak
very-vary
waist-waste

maid-made
their-there-they're
meet-meat
peer-pier
higher-hire
shone-shown
tea-tee
teem-team
seen-scene
heal-heel
nose-knows
to-two-too
see-sea
for-four-fore
pain-pane
bred-bread
shoe-shoo
one-won
steel-steal
flee-flea
heard-herd
stake-steak
lain-lane
mite-might
tale-tail
so-sew
sewn-sown
tic-tick
hour-our
hole-whole

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Antonyms			Synonyms		
thin	-	thick	thin	-	slim
smart	-	dumb	smart	-	intelligent
honest	-	dishonest	honest	-	truthful
hard	-	soft	hard	-	firm
careful	-	careless	careful	-	cautious
alike	-	different	alike	-	same
good	-	bad	good	-	nice
night	-	morning	night	-	evening
remember	-	forget	remember	-	recall
plenty	-	few	plenty	-	enough
poor	-	superior	poor	-	inferior
shout	-	whisper	shout	-	yell
novice	-	expert	novice	-	beginner
obey	-	defy	obey	-	heed
cheap	-	costly	cheap	-	inexpensive
learning	-	ignorance	learning	-	knowledge
angry	-	pleased	angry	-	furious
confess	-	deny	confess	-	acknowledge
broken	-	whole	broken	-	shattered
lawful	-	criminal	lawful	-	legal
heedless	-	prudent	heedless	-	inattentive
proud	-	humble	proud	-	arrogant
greedy	-	open-handed	greedy	-	grasping
diminish	-	increase	diminish	-	lessen
frighten	-	encourage	frighten	-	alarm
virtuous	-	dishonest	virtuous	-	honorable
seldom	-	often	seldom	-	infrequently
certain	-	doubtful	certain	-	sure
better	-	worse	better	-	preferable
contaminate	-	purify	contaminate	-	foul
peculiar	-	ordinary	peculiar	-	special
unending	-	temporary	unending	-	eternal
sick	-	well	sick	-	ill
large	-	small	large	-	big
glad	-	sad	glad	-	happy
laugh	-	cry	laugh	-	smile
save	-	spend	save	-	keep
begin	-	end	begin	-	start
quick	-	slow	quick	-	fast
shut	-	open	shut	-	close
pretty	-	ugly	pretty	-	beautiful
go	-	come	go	-	went
tall	-	short	tall	-	high
brave	-	coward	brave	-	courage

Multiple Meaning List

seal - 1. to close tightly
2. a sea animal

duck - 1. a flat-billed swimming bird
2. to stoop or bend quickly

bat - 1. a wooden stick or club
2. a tiny furry animal with wings
3. to blink or wink

row - 1. a line of things
2. to move by using oars
3. a quarrel

light - 1. a source of brightness
2. having little weight
3. to come to rest

bay - 1. a body of water
2. a division of a large room
3. a long deep howl

spot - 1. a mark, stain, or blot
2. a place
3. to see or find

plant - 1. a living thing that grows in soil or water
2. a factory building
3. to put seeds into the ground to grow

spring - 1. to rise or leap suddenly
2. a coil that may be squeezed and come back to its own shape
3. the season between winter and summer.

land - 1. part of the earth that is above water
2. property
3. to come to a rest on the ground

hard - 1. not soft, solid, firm
2. difficult to do
3. unfriendly or full of anger

run - 1. to move or act quickly
2. to continue or go
3. to seek votes

board - 1. a thin piece of wood
2. daily meals for which you pay
3. a group of people who direct something

letter -
1. one of the symbols in the alphabet
2. something written that is sent through the mail
3. the exact meaning

firm -
1. not soft, hard, solid
2. loyal
3. steady

report -
1. to describe an event
2. to make a charge against a person
3. statement or announcement

quarter -
1. a coin worth 25 cents
2. one fourth of an hour
3. to divide into four equal parts

arrow -
1. a slender pointed shaft or stick that is shot from a bow
2. a sign that is used to show direction

park -
1. land set aside for pleasure of the public
2. grounds around a fine house
3. to leave a thing for a time in a certain place

ugly -
1. bad to look at
2. disagreeable; unpleasant
3. threatening
4. quarrelsome; ill-natured

block -
1. a solid piece of wood, stone, or the like
2. to put things in the way of
3. the length of one side of a city square

entrance -
1. act of entering
2. place by which to enter
3. freedom or right of entering

fool -
1. a person who acts unwisely
2. to act like a fool for fun, play, joke
3. make a fool of; deceive; trick

fume -
1. vapor, gas, or smoke
2. to give off vapor, gas, or smoke
3. to let off one's rage in angry complaints

heart -
1. the part of the body that pumps the blood
2. feelings, mind
3. middle; center

TYPES OF TEST QUESTIONS

This list of test questions will assist you in developing your own tests. This list may be used in either oral or written assessment.

Recall of Facts - Details

Who won the race?
What did he give Mary?
When did the teacher arrive?
Why was Betty crying?

Sequence

What happened first? Last
What did she do first? Second
What happened at the Beginning
Middle
End

After lunch, Tom went _____
Before dinner, Mary _____
During school, Mr. Smart _____

Main Idea (stated or implied)

What is this passage mainly about?
What is the best title for this story?
Which of the following titles best tells what this passage is about?

Predicting Questions

What will the teacher do as a result of the test?
What will the boy do next?
What will happen tomorrow?
Where will Judy go after the party?

Character Traits and Motives

What word best tells about the party?
How did Tom feel after having an accident?
When Kathy walked away, she seemed to be _____.
The story gives the impression that the Civil War was _____.
Which of the following words best describes Susan?

Fact and Opinion

Which states a fact?
Which states an opinion?

Author's Purpose

The commercial suggests that _____.

Compare and Contrast

How is John different from James?
What do gravy and mashed potatoes have in common?
A was like B because both _____.

Drawing a Conclusion

What will the children probably do with the stray kitten?

Interpreting Poetry

Why does the author say that the night is starless?
To what does the author compare the sky?
What do lines 5 and 6 of the poem mean?
To what is a star compared in the poem?
The word "amiably" in the last line means _____.
What idea is being described in this poem?
Who are they in line 3?
The poem describe caterpillars changing into _____.

Appendix G: Evaluation/Feedback Form

Integrating Learning and Testing: A Handbook For Teachers, Grade 3

Your evaluation of these lessons will help us plan future inservice presentations. Please take a moment to complete the questionaire below and return it. Your comments and your suggestions will be very much appreciated.

Does this handbook meet your students' needs?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

Is the format of this handbook useful?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

Did the learning activities enable the students to achieve the performance objectives?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

Do you think there will will be any difficulty in implementing these objectives?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

Was there a sufficient variety of activities?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

Would you make changes in the types of learning activities presented in this handbook?

☐ Yes ☐ No ☐ Not Sure

Explain _____

_____

What additions, deletions, or changes would you recommend for each section?

I. Communication Arts

_____

_____

II. Mathematics

_____

_____

III. Mechanics

_____

_____

IV. Other

_____

_____

Any additional Comments or Suggestions:

Your name_____School_____ District_____

RETURN TO:

Communication Arts Unit, Room 401
131 Livingston Street
Brooklyn, New York 11201